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Address of Welcome

ROY E. SIMPSON

IT is my privilege to welcome the members of the American Association of Junior Colleges to California. We know that in the winter of 1949 you have not come to California to see our sunshine and feel our warm Pacific breezes. You have been warned by Florida news dispatches to bring not only your overcoats but your snowshoes, this year. Even so, we Californians are such optimists that we hope you may not have to use those articles during your most welcome visit in our state. The welcome we have for you is warm, whatever else may prevail in temperatures.

There may be some debate as to your motives with respect to observing the California climate and scenery. But I am sure there is no question at all about your vital in-

terest in the system of junior colleges that our people have developed in this state. Neither is there any question about our pleasure in having the opportunity to meet with you and profit by the stimulus of your postwar experience in the development of this level of public education.

Since 1945, all of us together have been deeply engaged in processes of readjustment and reconversion, especially on the secondary level of public education and on the level of education beyond the high school. The rapid mobilization of a large part of our advanced levels of public education for special service during the wartime emergency undoubtedly demonstrated to the people of our respective states the capacities of the secondary and college levels of our school systems for public service.

That period of service created for all of us a backlog of enrolments

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that was deferred till the great numbers of veterans sought our services after performing their splendid services to the nation.

I think it is known to the nation at large that, among the several states having experienced great increases in population, California's position in this respect has been one of the most acute. If we had not had our fifty-five junior colleges to take a very large share of the veteran enrolment, the difficulty faced by California's colleges and universities must have been even more severe. All Californians who are awake to the problems in public education are especially conscious of the fine performance of our junior-college system in meeting this challenge.

In our state, as in most of yours, the people, through their school districts, their state legislature, and their elective officials, have called for much constructive thinking and action with reference to public-school law. One of the most significant steps taken in California was the legislature's action in 1947 in ordering a survey of the needs of California in education beyond the high school. As you will observe from the phrase I have used, this survey obviously invited attention to the contribution of the junior college. To conduct that survey, the legislature appointed the Regents of the University and the State De-

partment of Education. These two major agencies appointed a survey team composed of two of our most respected California educators: Dr. Monroe E. Deutsch, provost emeritus of the University of California, and Dr. Aubrey A. Douglass, associate superintendent of public instruction. We appointed also to this survey committee one New Yorker; it must never be said that we are provincial in our thinking. Dr. George D. Strayer, of Columbia University, served with our two Californians.

These three men, of fine capacity for thinking in terms of the welfare of youth and the welfare of the total community, examined our public and private institutions of higher education—universities and colleges—and made a thorough evaluation of the function of the junior college. Their unanimous estimate of the function of the junior college in California's system of public education was that it is indispensable. In their report to the state legislature they urged that the junior college be maintained permanently and that more of our local districts be encouraged to establish junior-college service for their youth. The State Board of Education, the State Commission on School Districts, and the Regents of the University have, on various occasions, indorsed these findings.

I have gone beyond my purpose

of welcoming you to California today, to give you this view of some of our basic thinking and action in your field of responsibility in education. Perhaps your knowledge about the state which has the honor to be your host for this gathering is greater than we realize, and you may not need such a bit of basic "background information." But since you have come to us with the business of public education at the junior-college level in mind, I feel that one of my duties as "spokesman for the welcome" is to speak

openly of our status. My brief side lights on the situation are intended to indicate to you that our channels of public action and our administrative levels, such as the legislature and the school district, are alert to the problems that engage all of us.

I am sure that we are all in agreement as to the nature of our conference: to consider how to offer to youth the opportunity for maturing toward the active citizenship that is the individual American's objective. Thank you for joining us in this constructive assembly.

Between Two Decades in the Association

LELAND L. MEDSKER

TO DAY, as on any day, we stand at a division point between two decades—one that has just ended and another that is about to begin.

As a people, we are prone to consider any such time as a critical and significant period. The memories of the immediate past are fresh in our minds, and we are likely to regard the events of the years just past as highly significant. Usually, too, we believe we see important events looming in the days ahead. As we stand between the immediate past and the immediate future, we commonly think of it as a transition period. The point between any two decades is likely to be so regarded, although it might be difficult to decide whether any particular period is more significant than another. Nevertheless, few people in the junior-college movement today would deny that the last decade has been important and that the future must be considered seriously if

gains are to be made in this institution to which most of us have committed our ambitions and our energies.

These remarks will not consist in a summary of the growth of the junior college in America; that story is already well known to all of us. Likewise, I shall not merely recite the steps that have been taken in the American Association of Junior Colleges over the year just ended; such steps are merely milestones in the long-term story of the Association. Instead, as an officer and a worker in the Association for ten years, I shall summarize some impressions and some events having taken place in the past decade. Our only purpose in thinking of the next ten years, in connection with the ten years past, is merely to crystallize our thinking and to endeavor to bring into focus the responsibilities that are ours as we begin this twenty-ninth meeting of the Association.

LELAND L. MEDSKER, *dean of the Wright Branch of the Chicago City Junior College, presented this address as president of the American Association of Junior Colleges.*

The Decade Past

My initiation with the Association came at the Grand Rapids meeting in March, 1939. In the ten years since then we have seen a

changing world, with varying effects on the junior college. At that time we were emerging from a great depression, and enrolment in the junior college was still on the increase. Shortly after, war clouds gathered and we found ourselves in a world catastrophe, resulting in drastic decreases in regular junior-college enrolment but presenting additional opportunities for many junior colleges to serve in the war effort. Finally, we found ourselves with the war over. At that time the return of veterans, together with an upsurge in the number of young people going to college, resulted in an unprecedented junior-college enrolment and accompanying problems of almost staggering proportions.

In general, the junior-college movement has made great strides in the past decade. Ten years ago there were 556 junior colleges with an enrolment of 155,588 students, whereas today there are 651 institutions with an enrolment last year of over 500,000 students. Progress has also been made in curriculum development. During and immediately following the Grand Rapids meeting, the study on terminal education was initiated. Although the study was dissipated somewhat by the war, from it came at least considerable clarification of ideas about the needs and the purposes of the students who do not continue their formal education

beyond Grade XIV and about appropriate procedures for meeting those needs. During this period, too, attention has been given to general education, and junior-college teachers and administrators have awakened to the need for rounding-out the area of general education for all students regardless of what their future plans may be.

Closely related to curriculum development have come also many new ideas with respect to instruction at our level, including the use of audio-visual materials and other important aids to teaching. In these ten years the junior college has been placed in the limelight of American education, perhaps more than it had been in any previous decade. The prominence given to the junior college as an institution in many of the surveys of education at the state level; the predictions made for it in the report of the President's Commission on Higher Education; the general acceptance, all over the country, of the junior college as a means of extending the common schools; the status afforded it in the report of the National Council of Chief State School Officers; the prediction made by some educators that eventually most students going beyond high school will take their first two years' work in a junior college; the prominence given to the idea of the community college; the emphasis on junior-college problems at educational and

professional meetings and in schools of education of many leading universities—these are only some of the indications of the important place which the junior college has come to occupy. May we not say that truly it has been a great ten years in the junior-college movement.

In these ten years the American Association of Junior Colleges, likewise, has become an important organization. There have been times of uncertainty. There have been financial difficulties. There has, at times, been lack of unity, but, through the stresses and strains of difficult problems, the Association has moved toward financial stability and toward unity. A program of decentralization has been initiated, in which the voluminous activities of the Association have been spread out over the country and among many individuals. By so doing, the Association has been able to extend greatly the service to its individual members and its contribution to the junior-college movement. May we not also say that it has been a great ten years for the Association.

The Decade Ahead

It would be easy to make a series of rosy predictions about the future of the junior college. The line of least resistance would be to rest on our laurels and on the predictions that have been made by so many

important committees and commissions as to the future of the junior college. I suggest, however, that the future may not be that easy. I suggest, further, that the junior-college movement has come to a point where it must do more to help shape its own destiny than it has, perhaps, done in the past. Frequently we speak of the basic social and economic forces that have given rise to the development of the junior college. It may be that the movement has advanced, to a great extent, as a result of those forces and without too much effort on its own part. This is not to say, of course, that effort has not been expended and that thought has not been given to the development of the junior college on the part of those interested in the movement. It is merely to indicate that the movement would have made progress even though the over-all planning for it might have been slight.

As we look to the future, however, it would appear that the very forces which have brought the junior college into focus, together with other forces, are likely now to necessitate some serious thinking on our part and some collective, constructive planning in the years that lie ahead. The forces have snowballed into tendencies that create the problems now facing us. There are many such problems; we could not mention them all here. A

few of special significance will, however, be noted.

There is, first, the danger of over-optimism on our part. You will remember that at the banquet session of our Association meeting last year we were warned about accepting unreservedly the predictions made in the report of the President's Commission on Higher Education. No doubt, few of you have, in the last year, attended any meeting in which the junior college has been discussed without hearing the report of this Commission referred to as a sort of guaranty for the future of the junior college. There is a danger, I think, of our assuming that, come what may, the predictions of the Commission and of other agencies and individuals will materialize easily and that the future of the junior college is insured by reason of the mere fact that many people have predicted its future optimistically. If we should take these predictions as an opiate and be lulled to sleep with the thought that our future is insured, or if we were to become inebriated with visions of grandeur, there would be great danger of our overlooking important steps that must be taken. If there are forces that may restrict instead of promote the junior college, certainly any tendency toward undue optimism is dangerous and should be corrected by a prevailing spirit of realism.

A second problem worthy of our

consideration is the occasional lack of united effort on the part of junior-college administrators. I said earlier that, as far as the Association is concerned, a high degree of unity has been attained. There are, however, many points on which lack of unity may appear and, while disagreement may not be considered bad in every instance, there are occasions when differences of opinion expressed at the wrong time and in the wrong place may be detrimental to the movement in general.

We might consider, for example, the differences sometimes found among representatives of private and public institutions. This difference may work two ways. It may manifest itself in an attitude on the part of private junior college people that the public institutions are plowing ahead with little regard to the problems of private junior colleges. On the other hand, it may be that representatives of public institutions occasionally are prone to cast reflections on private colleges with an attitude that the day of the private college is about over and that anything concerned with it is not of great importance. We may agree that, in terms of recent growth and predictions for the future, it is the public junior college that will in the future dominate the scene numerically, both in numbers of institutions and in enrolments. One reference to the figures will in-

dicate this trend. In 1930 only 40 per cent of the total number of junior colleges were public institutions, and they enrolled 60 per cent of the total junior-college students. In 1940, 43 per cent of the total junior colleges were public, and they enrolled 71 per cent of the total students. In the last issue of our directory 51 per cent of the colleges were reported as public institutions, enrolling 76 per cent of the students. It is true, of course, that as more and more states take steps toward making the junior or community college a part of the common-school systems, the proportion of public to private colleges will grow, but this fact should not bring undue disturbance to any of us.

We still recognize the important place of the private institution in American education and the distinctive role that it plays. We are mindful of its opportunities to work with smaller and more selective groups, to experiment with new programs, and to execute its plans quickly. Neither should the data presented spell doom to private colleges or indicate that they soon will be retired from the junior-college scene. The history of American educational institutions has shown that an increase in the number of public institutions is likely to result in some increase in private institutions. Thus far the junior-college

movement has made progress with two distinct types of institutions. There is no reason to believe that we cannot do so in the future. It would be disastrous if we should not increasingly come to understand each other's problems better and to stand united in the situations in which our mutual problems are at stake.

Lack of unity sometimes appears, too, on such questions as whether the junior college is to be regarded as a part of secondary or of higher education and what is the best form of organization. Surely there is no reason for rancor over differences of opinion on either question. The function of the junior college is more important than its classification. Certainly we need to be tolerant of organizational patterns, believing that through experimentation will come the plan best suited to individual communities.

A third problem which looms distinctly is that of finance and legislation. The problems of finance have been with us always. All of us here today know only too well, however, that, in some areas at least, our financial problems are becoming acute. The private junior college has a peculiar problem. In certain instances, the decline in return from endowments and the inability to secure increased endowments have created difficulties and have resulted in new methods of

financing. During the past few years most of us have enrolled a large number of veterans under the G. I. Bill, certain worries with respect to finances being thus eliminated, especially in those cases in which public institutions were receiving more income from veterans than they would have received had the same veterans been attending as regular students of the community. Another factor affecting especially the public institutions is that of the increase in public-school costs at all levels, aggravated greatly by the increasing number of pupils in the elementary schools and the increased tax rate for educational purposes. This situation may eventually have repercussions in that, without adequate state aid, many local communities will feel unable to continue a junior-college program already begun or, at least, those not having such programs will be reluctant to initiate them.

This situation, in turn, leads us to the problem of legislation at the state level. As far as the country as a whole is concerned, relatively few states have taken steps to provide really adequate legislation for the junior college and for its support. It is impossible to separate the problem of finance from legislation. It seems safe to say that one of the most difficult situations ahead will lie in the passage of good legislation

which will provide help to the local junior-college districts. We may do well to remember that many states will need to find additional sources of revenue before they can embark on a program of supporting junior colleges and of providing increasingly greater help to all public schools, including the junior college. To this problem all junior-college people, public and private, will need to devote much thought and effort in the immediate years ahead.

A fourth problem will lie in the creation and administration of a junior-college program that meets the needs of all our students. If we are to assume that students will come to junior colleges in increasing numbers and that many of them will not transfer to higher institutions, we shall have to think seriously about meeting the needs of these students. This certainly is not a new philosophy or a new statement, but in terms of the trend toward democratizing education through Grades XIII and XIV it must receive a new emphasis. This emphasis will involve not only occupational training but general education, in both of which areas we have talked much but done relatively little. The fact of the matter is that our friends in four-year colleges and universities are, seemingly, making more rapid progress than we in the development of integrated core curriculums

to meet the general-education needs of students. One can enumerate many four-year institutions which have, in the last five years, made rapid strides in this development. Would it be embarrassing to ask this audience what we have done? Have we been so busy taking care of the veterans and adhering to the various pre-professional requirements of the students who said they were going on that we have made little progress in real curriculum planning?

We could not, of course, discuss program without thinking of our responsibilities with respect to adult education. If we can read the trends and if we believe the predictions, certainly the next decade will bring the greatest enrollment in adult programs that we have ever had. Here again the junior college has been put in the limelight. Perhaps more than any other institution it is mentioned as the one place in a community to which adults should logically turn for courses that will make them better and happier citizens. Are we meeting this challenge? Are we thinking of broad programs and not just of a few courses to step up vocational competence?

A fifth problem which all will agree to be important is the matter of preparing teachers for our type of institution. We know only too well the difficulties encountered in

securing teachers whose background of academic and professional training and of experience fits them to perform the multiplicity of duties often required in a junior college, to place a high premium on good teaching, to be willing to experiment on methods without undue emphasis on research, to fit into patterns of general education, and to understand the philosophy of the junior college. The problem is of such magnitude that all of us, together with all teacher-training institutions, must devote much time to it in the ten years ahead.

A sixth problem that we should consider, without malice and without selfishness, is one relating to the attitudes and practices of some four-year institutions. We have heard much about the fact that the junior college, particularly the public junior college, is desirably a local institution. Most of us have become convinced that logically it should be an extension of our public schools. Most of us concede that, as such, it must perform the same functions that the American high school performs in providing for the students who are to transfer later to higher institutions and, at the same time, taking care of the needs of those who will not transfer. Until comparatively recently it seemed that this philosophy was quite well accepted by educators at all levels.

In the past few years, however, actions have been taken and sentiments have been expressed that would lead us to believe that some are not in agreement with this philosophy. In fact, recent pronouncements on the part of certain well-known and highly respected leaders in higher education seem to add up to a philosophy such as this: "The local junior college? Yes, provided it is strictly a terminal institution. However, if a student has ability and the prospect of later entering a higher institution, it may be better if he goes directly there upon graduation from high school." In some states this philosophy has seen expression in the curtailment of junior colleges under local control. The sentiment may be important in the discussion of any legislation relating to the matter of scholarships. The sentiment may also be important at the state level when legislation for junior-college support is introduced.

We may have differences of opinion concerning this problem. If, however, we agree that the junior college *can* serve a dual function and that in most cases it *must* serve a dual purpose, certainly we must stand united in our advocacy of that point. If we further believe that local control is, for the most part, to be desired; if we subscribe to the idea that the junior college is an extension of the com-

mon schools; if we believe that the junior college, locally controlled even though state-supported, can perform a wider service to its community than can probably be performed by an extension center of a four-year institution—then, perhaps, we should be more articulate and vocal about the principle in the future than we have been in the past.

Our Responsibilities

We have come together today on this twenty-fourth day of February, 1949, to take stock of our situation. The past decade is over. It has taught us some lessons. It has brought us progress. We look now to the next ten years. Only a few of the problems that we face have been enumerated. What steps shall we take? What can we do to help shape our destiny in the years ahead? May I suggest that everything we do has a bearing on our destiny—the thinking that we do and the actions we may take at this meeting are part of the story.

The Association, as such, must show real strength in the years ahead. The research program which has been begun and which has accomplished so much in the way of determining status must now begin to dig deep, even to the extent of bringing about experimental work to determine best procedures and devices. Our official publica-

tion, the *Junior College Journal*, must be kept on its present high plane. The service given by the Washington Office must be ever expanding. The united action taken by the Association, together with regional and state associations, must increase in aggressiveness if we are to make felt our united opinions in an educational world in which other groups are not backward. We must remain co-operative with other groups and agencies and must take the attitude that only through co-operative effort can progress be attained.

May I suggest, however, that the progress made in the junior-college movement will come from those of us who, as individuals, are connected with local institutions. After all, the junior-college movement can be only as good as its component parts, and we are the parts.

It can be only as progressive and as dynamic as are the individual junior colleges comprising it. We, as individuals, and the institutions we represent *are* the junior-college movement today. Only what we do, only the steps that we take in making our own institutions and their programs felt in our respective communities, only the efforts which we make at our state and regional levels will cause others to think about what we are and where we should go and will bring about the progress to which we aspire. The American Association of Junior Colleges, as such, cannot do the entire job, but as aggressive individuals bound together in an association, we can and will accomplish much. The last ten years have been challenging. The next crucial ten years may well be our supreme test.

New Frontiers for Education

HOMER P. RAINNEY

None of us fails to recognize the fact that the problems and issues of modern society are making unprecedented demands on our entire educational system. All of us who are working in the field of junior-college education feel and know that we are facing some highly specialized aspects of the over-all larger problems.

The President's Commission on Higher Education has staggered us all with the idea that by 1960 we should have approximately twice as many students enrolled as are now attending our American colleges and universities. There are several powerful implications of this challenge. To achieve that goal means the building of hundreds of new colleges and the expansion of those now in existence. It means recruiting and training hundreds of thousands of new teachers. It means a fundamental reorganization of our entire system of intermediate, secondary, and higher education, for the reason that the vast majority of this enormous increase in enrol-

ment is going inevitably to fall in the junior colleges—those now in operation and the hundreds of new ones which will have to be created.

The junior college is the significant and key unit in the new educational structure of American education of the future. I do not hesitate to predict that, because of the rapid growth of junior-college education and because of its key importance in meeting the needs for greatly expanded education for American youth, the whole organic structure of American secondary and higher education in the next 25-50 years will be reorganized around this new central unit, the junior college. We, then, are in a strategic position. We are the bridge between secondary and higher education. But what are we? Are we secondary education, or are we higher education, or may we yet become something else? These are the central questions to be answered in the years ahead about the junior college in relation to the rest of American education. Then there are the perfectly gigantic problems of providing adequate buildings and material facilities for this expanded educational program,

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to say nothing of how and where we shall get the money to finance it.

Having dealt with the issues of organization, of providing teachers, buildings, and adequate financial support, we have to begin to face the much more subtle and difficult problems of purpose and function. What kind of education are we going to provide for practically all American youth under twenty or twenty-one years of age? And that is our task. We are approaching the time when we shall have to keep practically all youth under twenty and twenty-one years of age off the employment market, for the simple reason that they are not going to be needed and there will be no place for them in the employment process. Shall we keep them in school or conscript them into universal military service? My answer to that question is clear cut and unequivocal. We must keep them in school. If so, in what kinds of school, giving them what kinds of training and preparation for life?

Here, then, are enough issues and unsolved problems and enough new frontiers of education to demand our utmost in educational statesmanship for the next generation. But in what I have suggested I have scarcely touched the hem of the garment so far as the real problems facing us are concerned.

The vital issues before us are much deeper than those of organization, building, and finance. Our

vast unexplored frontiers lie in the realm of the moral and spiritual meaning of life itself, in the nature and destiny of man, in the nature and meaning of human society, in man's relation to his world and to his fellow-men. The real tasks and functions, then, of education must be discovered in the needs of man and in an analysis of society and its needs. This field is so vast and inexhaustible that I can do nothing more than to use a few examples of the issues before us.

I invite you, therefore, to consider with me five of the central facts about the world in which we live, and to ask ourselves what these facts demand of us and of our educational program: (1) the wide gulf between our physical power and our spiritual understanding, (2) the responsibilities of world leadership, (3) the death struggle between democracy and communism, (4) the revolutionary character of our times, and (5) the necessity of world unity.

First, the gap between our physical power and our spiritual understanding. We have heard so much about atomic power that we have become almost allergic and insensible to its meaning. I know that I can't tell you what it is going to mean to human destiny or to human society, but I do know that it is, in all probability, of more significance than all the combined scientific knowledge that the mind of man has

produced up to date. Who can comprehend what it portends—what vast new frontiers it opens up for science, for industry, and for human destiny? Somehow we must begin to condition the minds and spirits of our people to its significance and use.

Second, we may not relish the responsibility, but we have been swept by the pressure of events into a position of world leadership. In the days of our national adolescence, we were prone to exaggerate our strength and influence in world affairs. Now we are in possession of military, economic, and political power on an unprecedented scale, and the realization is sobering, for we cannot evade responsibility for the right use of that power.

The series of events that propelled us into our present position was abrupt. Prior to World War I, we were still a debtor nation. We had just completed the conquering of our frontier and the consolidation of our nation. Protected by the vast expanse of a great ocean on either side of us and by the British Navy, we had enjoyed a long period of blissful isolation from the most urgent problems of the rest of the world. We had an unparalleled opportunity to establish our institutions and our way of life and to develop our industries based upon almost incomparable natural resources. The result was that we concentrated our thoughts and our

energies upon our own national and internal developments. We left world leadership to others who were more directly interested than ourselves, and we reveled in and enjoyed our international irresponsibility. This attitude of isolation naturally was reflected in our program of education. We did not develop in our students a world viewpoint, a consciousness of our essential relationship with the rest of the world. We were largely self-sufficient. We had no need for other peoples. We had little to do with their problems. We felt little responsibility for any other peoples. So we did not need to study their languages, their history, and their literature, and thus we became intellectual, as well as political, isolationists.

Essentially, isolationism was an attempt to remain static in a dynamic world. We had about as much chance of succeeding in that attempt as Peter Pan had of carrying out his determination never to grow up. While we were debating the extent to which we ought to participate in world affairs, the irresistible pressure of events was answering the question for us. Whether we like it or not, what is happening in Europe and in Asia today is, to all intents and purposes, happening in our own backyard. One of our basic responsibilities is to equip our people to meet that situation intelligently.

Third, in every corner of the earth today, two basic ideas are locked in conflict. One is the concept of the dignity and freedom of the individual. The other is the view of human beings as parts of a gigantic machine, to be discarded the moment they cease to be of use to that machine. In the clash between the two concepts, there is no such thing as an innocent bystander. Every day of our lives we are compelled to make decisions that affect the outcome of the struggle.

We must, therefore, train our people to think in world terms. They need to know the languages, cultures, and traditions of other peoples. They need to know world economics and the principles of world trade. Above all, they need a spirit of tolerance and a willingness and desire to co-operate with all the peoples of the world in developing a world society and a world government. This is possibly the most difficult, and yet the most important, task confronting us.

But there is another aspect of it that we cannot overlook. The nations now struggling for power are carrying on a world-wide propaganda campaign, the like of which has never been seen before, and are employing in this campaign mass media of communications never available before. Moreover, governments are using every instrument of power available to them

to gain economic, political, and moral advantages. Our great wealth and our unparalleled productive capacity are being used for this purpose, and, of course, all these efforts find final support in our military might.

What we are doing you may be sure our rivals are doing also with every means at their disposal, including one more vicious than all the rest, the weapon of world revolution. Their first objective is the complete destruction of non-Soviet society. Supposedly, their second goal is the establishment of a new and improved society. For the first of these objectives, the tearing-down process, they have shown a remarkable aptitude. With regard to the second, the work of rebuilding, they have accomplished amazingly little in thirty years. In those thirty years, social improvement by evolution has made great strides for labor in America. For the workers of Soviet Russia, the blessings of revolution are seen in new names for old evils.

As educators, we must face the fact that present-day techniques of propaganda constitute the greatest anti-education movement of all history. Education seeks to know and to teach what is true—a truth that shall make men free. In the face of such a challenge as Russia is now giving us, the great danger is that we shall be dragged down to her level and to the use of similar

methods. Here, then, is a great challenge to American education. We must learn to discriminate between education and propaganda. We must know when we are using propaganda and when it is being used against us. We must not lose our critical faculties of evaluation, and, above all, we must not lose our democratic rights to seek the truth and to proclaim it. There is no slavery comparable to ignorance of the truth, on the one hand, or an inability to express it, on the other. We must, of course, give full support to all the legitimate efforts of our government in its responsibility to maintain our freedom and that of other peoples, but we must also ever be on the alert to see that in this struggle with an unscrupulous rival we do not permit him to force us to use his methods and techniques and to destroy our own great freedoms.

The *fourth* fact that educators cannot afford to leave out of their calculations is that we are living in one of the most revolutionary periods ever seen. The last fifty years have been the most warlike in all history. One historian has pointed out that we have killed more people in wars in the last fifty years than in the preceding eight hundred years combined. He says that we would have to go back to the twelfth century to find anything comparable to it.

Moreover, we have had two

great world-shaking revolutions—the communist and the fascist—accompanied by two devastating world wars and a world-wide depression in between. Also there have been fundamental revolutions in our basic philosophies in science, in economics, in government, and, perhaps most important of all, in theology and religion. In every great area of human thought there has been an uprooting of our basic ideas.

All of this has torn our value systems asunder, and we are floundering around in efforts to re-establish our philosophic, ethical, and spiritual foundations. This is a matter of fundamental significance to education and poses for us another great set of problems. We, therefore, need to know the nature and the cause of the revolution through which we are passing. We need to know the *social forces* that are playing upon modern society and influencing our democratic institutions. Our education must deal with these social forces—must study what they are, how they operate to determine our institutions, and how they can be controlled and directed toward the achieving of our democratic aims and goals. This, in my judgment, is the true meaning of a liberal, or general, education in a democracy.

Our education, then, must be vital, dynamic, and as contemporary as the Berlin crisis or the na-

tional elections. Education must be concerned with every live issue of the day, no matter how controversial it may be. But because education must deal with controversial issues, it does not mean that education must become politically partisan or propagandistic. It is education's true function to study all matters objectively—to examine all issues from all points of view—in an effort to arrive as near the truth as possible. When education has helped its students to find the truth for themselves, it has fulfilled its first task.

But students rapidly become citizens and are called upon to participate in public affairs. As good citizens they must not only think and discover the truth if they can find it, but they must act. They must make decisions, and they must vote and thus bring their wills to bear upon the issues of the day. This takes them into the arena of politics. Education, therefore, must prepare its students for intelligent and active participation in public affairs. This it is doing very poorly today.

There are several reasons for this deficiency. One I have already mentioned. Most people seem to think that education should keep itself apart from the issues of the times. We have a strong tendency to categorize and departmentalize life. Business is business; politics is politics; religion is religion; and

education is education. How often we hear that we should keep politics out of business, and business out of politics; and we should keep religion and education out of both politics and business; and a lot of folks even try to keep religion in separate and rather airtight compartments.

Education, then, must deal with the whole of life and must lead us to a new orientation, and out of the confusion and chaos of the revolution in which we now find ourselves. It must help us to build a new system of values, to build new foundations in economics, in politics and government, and in religion. We must develop an economic, a political, a moral, and a spiritual intelligence that are commensurate with our almost unimaginable military, economic, and scientific power. We need a moral and spiritual power to match the power of atomic energy.

Fifth, if we are going to preserve our democratic institutions and way of life against the impact of two of the most virulent forms of revolutionary philosophies the world has ever seen—communism and fascism—we must see to it that we preserve our moral leadership. Our military and economic might will, in the end, be futile unless they are undergirded with high moral purposes. If history has taught us anything, it is that "it is not by might nor by power, but

by my spirit, saith the Lord." Our nation from its very inception has been motivated by a great moral purpose. That moral purpose is, perhaps, best expressed in the phrase, "the moral champion of the rights of man," of human freedom and liberty. This high moral purpose has been running like a golden thread throughout our entire national life and has been asserted and reasserted in every great political document of our history, from the Mayflower Compact through the Declaration of Independence, the Bill of Rights, Lincoln's Gettysburg Address, Woodrow Wilson's slogan "to make the world safe for democracy," to the Atlantic Charter with its four freedoms, guaranteeing these blessings not only to ourselves, but to all men everywhere without regard to race, color, or creed. This dedication on our part to the preservation of the deepest instincts, hopes, aspirations, and yearnings of the human heart is the essence of our greatness, and the true basis of our leadership among the peoples of the world.

If the time ever comes when we are no longer the moral champions of the needs of the millions of underprivileged peoples in the world, our leadership is lost. It is exactly at this point that Russia is making her chief bid for world leadership. She is saying to the masses of underprivileged people around the

world: "Follow us. Let us be your leader. Capitalism and democracy have failed to meet your needs. Only we can do for you what you need and want. Come with us." This, whether we like it or not, is the central issue in the world today, and we must accept that challenge. It is a challenge that we should be glad to accept, and one that we are best prepared to win. What has communism to offer the underprivileged peoples of the world? Under Christianity and democracy, the system is expected to conform to the needs of the individual; and, if the system is found defective, it is subject to change. Under communism, it is the system that is all-important. The individual must conform, at the peril of his life, to its grotesque and inhuman set of rules. The Soviet artist, writer, composer, educator, and scientist must study the latest ramifications of the party line before they know what constitutes truth or beauty for the current working day. Where democracy says, "Believe it or not," communism says, "Believe it—or else."

Some people tell us that we can find no common ground on which to meet people of this bizarre mentality. Nevertheless, an area of mutual interest does exist. That meeting-ground is the instinct of self-preservation. We know, and they know, that the world must find peace in order to survive—and

some form of unity to achieve peace.

The immediate problem of world peace is, of course, military and political. Until a system of peace has been agreed upon, primarily between ourselves and Russia, there is nothing we can do except to maintain our military strength and to use the political methods available to us for the maintenance of peace. During this period we need some short-range objectives. We need to understand the issues that are at stake and to be able to follow and to help create intelligent political leadership. But above all else, perhaps, we need calm, cool minds and unlimited patience in dealing with a foe who pricks us almost to the limit of forbearance every day. This is no time for high tempers and hot-headed leaders. We must be firm, but extremely long suffering and patient. We must not fulfil our foe's charge that we are aggressive and seeking a war. We must demonstrate that we want peace and that we have nothing but good will for all peoples, including the Russians, if they will only give us a chance to demonstrate it.

If we can achieve our short-range objective of peace, then we can concentrate on the long-range values of education and religion for the building of a peaceful world. It is here that education and religion are at their best.

It is the true nature of education to be constructive and not destructive. It is the true purpose of education to seek to improve the well-being of all people. It is the real nature of education to spread knowledge, understanding, and cultural intercommunications among all nations. Science, education, and religion are truly international unless they are artificially restrained. If, therefore, the politicians and the diplomats of the world will stabilize our peace and give us a chance to operate at our best, education and religion can build world unity. We can develop citizens with world minds. We can train leaders and technicians for every demand the world makes upon us. We can provide the science and the technology that will produce all the material goods that are needed to satisfy the world's needs. We can provide all the background of history, economics, political science, languages, and all else that is necessary for world understanding and good will if we are left free to do the job. In a word, education and religion can produce world citizens and a world unity. The forward-looking educational institutions of this country have vast resources for doing this job, and we are eager to work with the peoples of all other lands in bringing about the kind of world we so desperately need and want.

According to some of our publi-

cists, this sort of talk is visionary and unrealistic. They argue that there is no sense in planning an integrated world until Russia is ready to tear down the iron curtain. The proponents of this argument are by no means as realistic as they believe themselves to be. They have used that magic phrase, "the iron curtain," so often that they have hypnotized themselves into believing that it represents a physical reality. We all know that the Soviet borders today are ringed with bayonets. Yet we are told by some very astute observers that Russia's attempt to cut her people off from contact with the Western world has not been so successful as is generally supposed. One of these observers is Alexander Kerensky, who took a leading part in the overthrow of the czar and was Russia's first prime minister after that event. He maintains that there is a steady trickle of information into Russia and that this may some day prove to be a decisive factor.

The philosophers of despair tell us that it will make no difference if every citizen of the Soviet Union learns about the outside world. They remind us that the Politburo—those fourteen czars in the Kremlin—holds the power of life and death over every Russian. These

gentlemen of the Politburo are supposed to be the world's most tough-minded realists. Why is it that they show such mortal fear of information from the West, if it holds no danger for them? Why go to such fantastic lengths to suppress the truth, unless it is actually a formidable weapon?

These fourteen men have proved they believe that the truth about Christianity and democracy is a deadlier menace to the Soviets than the atom bomb—that was when they rejected the Baruch plan, which would have made them safe from the bomb but which, through the international inspection system, would have broken their quarantine against information from the West. It would be a strange irony if our own confidence in the power of truth proved less than the Kremlin's fear of it—if we folded our hands and adopted a what's-the-use attitude. Prudence may dictate that we keep our military weapons in readiness. But everything we hold sacred impels us to keep praying, planning, building, educating for peace. It is only in that way that we can continue to claim truth as our strongest implement of defense. God grant that we may always keep that weapon bright and shining.

Education— The Creator of New Frontiers of Government

WILLIAM H. CONLEY

THE concept of the frontier has played an important role in world history and a particularly significant one in the history of America. Certain American historians have based their entire interpretation of our earlier history on the frontier. By the turn of the century, however, our geographic frontier had ceased to be an important element in our national life.

Today the land frontier is to us but one concrete illustration of the importance of a much broader, a much more inclusive frontier—the intellectual frontier. In the creation of a land frontier there was discovery of the area, exploration of it, and utilization—perhaps even exploitation. This is an illustration of what has gone on in the world of ideas since the beginning of time. Creation of a new intellectual frontier involves discovery of an idea through the creative activity of the human mind. Discovery is followed by exploration of its meaning,

its implications, and its applications. Exploration involves judgment as to its value. Utilization of the idea, if it has been judged to contribute to our objective, means social progress. As the land frontier set in motion progress toward an expanded national boundary, so the intellectual frontier sets in motion progress toward an expanded human development in all areas.

Man is the creator of new intellectual frontiers through his imagination, his creative activity, and his abilities. Education is concerned with the total development of man to the actualization of his full potential. Education, then, is the dynamic which results in man's creation of new frontiers.

The history of social progress has been the story of man's attempts to reach the goal of society. That goal has been generally recognized as being the common good. After discovering the broad general goal, man has been concerned with exploration of ways of attaining the goal and, finally, with choosing the way which, in his judgment, was the best practical manner of progressing toward the desired end.

One of the principal means of attaining the end of society is law.

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The definition of law, which we may take from Aristotle, is "an ordinance of reason promulgated by one in authority for the common good." True social progress is the result of reason planning action for the common welfare and expressing itself in law. Since we look to government as the agency through which laws are enacted, executed, and enforced, we may consider the creation of new frontiers in government as equivalent, at least in this sense, to the creation of new frontiers in society, for government's only true concern is the common good of society.

In our consideration of education as the creator of new frontiers, let us direct our attention to (1) the nature of social progress in the United States, (2) education's contribution to social progress, and (3) role of the community college in education.

In the very early days of this nation a major problem was to conquer the land frontier. A large percentage of our people lived in families which were semi-self-sufficient. Except in the areas along the coast, where there was the beginning of an elementary industrial economy, people were moving on. When economic and social problems arose, people moved on to new environments and new opportunities.

The ending of the land frontier meant the end of that solution of our social problems. Families had to live together and work together in the solution of a new set of prob-

lems in providing for their common good.

During the early period, basic education in reading, writing, and computation had sufficed for all but the small professional group. The requirements of society as a whole, in the conquering of the West, had been physical strength and stamina; individuality, ambition, and hard work; vision and courage; an understanding of nature. As the frontier moved farther away, our people saw new requirements for solving the problems of the common good. These new requirements were better development of the powers of reasoning, intellectual vision, secondary and refined understandings, and prudential judgment in social matters and conflicts. If these were the requirements of the changing society, then new and expanded methods of education had to be provided.

Political pressures for extended suffrage were accompanied by the demand for an informed and educated electorate. If all the people could vote and determine, at least indirectly, the laws of the land, then laws could be no better than the understanding of the makers, and the makers were the representatives of their constituents. Thus, there was a movement to universalize education beyond the basic elementary level.

The need for the establishment of new frontiers had to be met by education. The new frontiers were ideas or goals for general welfare.

Our discussion so far has been necessarily an oversimplification of a situation in which a complexity of forces has operated and continues to operate. It is justifiable only because it points out what appears to be fundamental, and *the* fundamental which we in education can do something about.

Education develops man's human abilities, among them being creative activity, understanding, judgment, co-operation. Creative activity yields ideas which are goals—in our present consideration, goals of society. Government being the directive force in society—the medium through which goals are set, through which means to the goal are established—is dependent in our democracy on the creative activity of leaders, on the understanding and judgment of explorers, on the understanding and co-operation of all members of society, if the end is to be attained through the means adopted.

Our American government, federal, state, and local, has always been concerned with the general welfare as that welfare was understood. In the earliest days of the new nation there was an interest in building up the country economically through legislation. As the nation expanded and as transportation brought people into closer contact, it was necessary to create new frontiers as goals toward which we

moved in the solution of social problems. Growing industrialization, extension of suffrage, and rising discontent made man turn further toward the different equipment for the conquering of new frontiers. Common schooling was being extended. Public high schools were rapidly developing. More students were going to college and university. Education was developing more men who would explore and utilize new frontiers. Society was reaching out, discovering new social frontiers and filling in from the outpost it held to the new ideas. Always in quest of the common good, it necessarily subjected the good of the part to the good of the whole in its program of social legislation.

Throughout our history, education played an important role. Millions of American youth who went through high school, other hundreds of thousands who went through junior college, college, and university created ideas for the social improvement of Americans, explored the ideas, and, through their influence at the polls, put the ideas into action. The attempts at universalization of education had made possible (1) the creation of ideas on the social frontier on the part of leaders and (2) at least an elementary understanding of the ideas and how they contributed to the end of society—the common good—on the part of the masses.

In a democratic form of govern-

ment education precedes legislation. Here is a fundamental difference between democracy and totalitarianism. It is education which informs and which develops abilities to get facts, to judge, to reason, to imagine, to create ideas. The new frontier of ideas remains a frontier unless it is understood, accepted, and recognized as a goal worth working for by a majority of the people. Such understanding comes from education for all the people. If the necessary understanding and the will to attain the new goal are elementary, then education must be universalized at the elementary level. As the problems become more complex, the level of universal education must be raised. In a democracy, universal education to the maximum ability of all would maximize social progress, in the true meaning of the concept.

Progress in technology and in science depend primarily on the education of researchers and creators. In these areas, creative thinking discovers new ideas or applies abstract concepts to practical situations. These can serve the masses even if they are not understood.

It is not difficult to see why there is an apparent lag between scientific progress and social progress. The former requires the development of leaders. The latter requires the development of both leaders and co-operators. In the social field, leaders may create ideas

that may have to wait for a generation for acceptance if there is not understanding by the masses of the people. Universal education must assist the people in gaining the understanding, in developing abilities that will result in continuing understanding, so that the time required to fill in from where we are to the frontier can be reduced. There is no reason to believe that social ideas cannot keep pace with scientific ideas. If they can be put into operation as readily as the scientific ideas, there need be no time lag.

It should be observed that change, as change, is not necessarily social progress nor any kind of progress. Progress in society means change that moves us closer to the objective of society—the common good, or the general welfare. Thus, not *any* kind of education can be said to be necessary for social progress. Education must provide understanding of the common good; it must result in social competence for all. It must develop creative leaders, explorers of means, and co-operators who can understand both the end and the means by which changes can attain the end.

A major problem today is to provide opportunity for the talented to be educated up to their maximum capacity and to provide universal education up to the level necessary for all. The President's Commission on Higher Education declared:

The American people should set as their ultimate goal an educational system in which at no level—high school, college, graduate school, or professional school—will a qualified individual in any part of the country encounter an insuperable economic barrier to the attainment of the kind of education suited to his aptitudes and interests.¹

If this statement were the national policy, the wasting of top brain-power could be arrested. Until this policy is adopted we shall probably see dozens, perhaps hundreds, of talented boys and girls each year end their formal intellectual development and never actualize their potential mental abilities which might result in creativity. In a democratic nation, intellectual conservation should become at least as important as the conservation of natural resources. How this shall be done is a basic problem deserving the immediate attention of every citizen.

The second part of the problem is concerned with providing universally for that level of education which is necessary for all. The President's Commission on this point made the statement: "The time has come to make education through the fourteenth grade available in the same way that high-school education is now available."²

¹ *Establishing the Goals*, p. 36. *Higher Education for American Democracy*, Vol. I. A Report of the President's Commission on Higher Education. Washington: Government Printing Office, 1947.

² *Ibid.*, p. 37.

Leaders in the junior-college movement have for many years had confidence that this level of education must be universalized. In the past few years several other commissions as well as the President's Commission have publicly agreed with this pronouncement. After the acceptance of this level by the educational statesmen, however, there is still a long road to travel before the destination is reached.

Those associated with the junior college have usually been enthusiastic about its possible contribution. That contribution is now generally recognized. Its wide recognition presents to the junior-college world, at once, its greatest opportunity and its greatest challenge. Its opportunity is evident from what has already been said. Its challenge is deserving of further consideration.

The first challenge is one to the organizational pattern of American education. The community college can no longer be looked upon as a two-year unit tacked on to some high school or placed under some university. It must become an integral part of our educational system, both public and private. It must be recognized as the upper level of a fourteen-year program of education and training available to every boy and girl—a program aimed at basic skills, broad understandings and appreciations, social competence, balanced development

of the whole person, and preparation for either specialized education or gainful occupation. This will demand structural change in the high school and in the college and university, curriculum change, and a changed point of view.

A second challenge is to the definition of the objectives of this expanded junior college or this community college. There are at least two major objectives: first, to provide the basic education beyond high school for the gifted who will continue their formal education after Grade XIV; second, to provide for a rounding-out and a completion of formal education for the many who will not go into the specialized development of the university.

The first objective takes on new meaning in the light of the expanding higher education. If the estimates are anywhere near accurate, it will be a physical impossibility for existing colleges and universities to care for all persons who will want to attend them by ten years from now. The new structure of American education is going to be forced, in some sections of the country, much sooner than many people realize. The second objective also takes on new breadth of meaning. It is something far more than skill-training in occupations.

The third challenge is to the curriculum of existing institutions and of the new schools that will be or-

ganized. The curriculum in many junior colleges was originally set up, as we well know, to parallel the first two years of the university. Its purpose was to serve the university, not the community. Later, terminal-occupational courses were set up and, still later in a much more restricted area, terminal courses in general education were developed. An analysis of the results of the Army's General Classification Test, and of the educational experiences of inductees, indicated that approximately half of the youth of the nation had the intellectual capacity to take two years of college work as it *has* been offered. This was the conclusion reached by the President's Commission. If the community college accepts its challenge, it must adjust its curriculum so that it will serve not 49 per cent of the youth of junior-college age but 100 per cent.

The adjustments must not be the mere addition of easier courses, of skill-training, and of programs to keep youth off the labor market. We are considering the educational function now, not the sociological function of the junior college. Curriculum adjustment must result from a complete rethinking of the curriculum to meet the expanded need. This rethinking must consider the following:

1. Although intellectual capacity is at present largely measured in terms of verbalization, there may be many

persons with good abilities that cannot be so measured. To provide for these requires new approaches, new programs, and new techniques.

2. A common core of understandings and appreciations, social competence, and personal development should be provided for everyone regardless of his next step. The terminal program consisting only of skill-training and the preparatory program consisting only of preparation for the next courses in sequence—both must yield to the obligation of the junior college to social progress.

3. Satisfactory preparation for the specialized work of the university and the professional school may be far different from the segment-type courses now demanded by some institutions of higher learning. A co-operative and unprejudiced study of the needs of students preparing for advanced work, carried on by universities and community colleges, might yield results as startling to the educational world as the findings of the President's Commission on ability to do college work were to the selective-minded junior-college educator.

The approach of democratization of the junior college presents other challenges: to guidance and personnel procedures, to instruction, to the library, and to school finance. All the challenges must be met by the present junior colleges if the junior colleges of tomorrow are to fulfil their expanded functions.

Meeting the challenges will require continuing effort in the program of research of the American Association of Junior Colleges and the best creative thinking of the junior-college leaders, as well as of the leaders of all American edu-

tion. Democratization of the thirteenth and fourteenth years is of singular importance to junior colleges, but it is also one of the major problems of education.

In our consideration of the subject, "Education—the Creator of New Frontiers of Government," we have seen that society's progress toward its goal of the common good depends on the creation of intellectual frontiers, their general acceptance and utilization; that, ideally, government is a major agency through which the goal is attained; that in a democracy universal education to the maximum ability of all is necessary if government is to perform its function; that in this country social progress has paralleled extension of education; that development has reached the stage where education through the fourteenth year must be democratized; that this democratization presents serious challenges to all American education.

The history of our nation demonstrates that we have the habit of conquering our frontiers; it inspires us with stories of the vision, the courage, and the strength of our earlier frontiersmen. Although our new intellectual frontiers are of a different order, although our challenges are great, our equipment has been modified to meet the new demands, and our spirit remains constant. We face the future confidently!

Report of the Executive Secretary

JESSE P. BOGUE

THIS report is presented from the point of view of the Executive Secretary's professional motto: *acta non agenda*. It is a general summary of the 1948 activities. Details are omitted, because many of them have been reported throughout the year in the *Junior College Journal* and the *Washington Newsletter*.

We are happy to record here for the third successive year that the keynote to which all activities are harmonized is co-operation. The general theme of this symphony is professional leadership. We attempt to avoid the sour notes of propaganda. Drum-beaters in pressure groups find no place in the program of your Association. The Association consistently refuses to play with these groups.

During the past year your Executive Secretary, although commissioned by your Board of Directors to speak for the Association on matters of national interest, has not registered under the Lobbying Act of Congress and has no intention of doing so. You have been represented before Senate and House committees on several important issues but, without exception, by direct invitation. Conferences have been held with individual senators and representatives almost wholly on the initiative of the officials themselves or as a result of suggestions made to them by junior-college people in their respective

states. In dealing with executive agencies of the government, matters arise from time to time that demand initiation on the part of the Association. Such matters usually fall within the scope of interpretations of junior colleges and their relations to agencies of the federal government. A recent case in point was the proposal by certain officials of Selective Service to ignore the rights of students in terminal programs in junior colleges for postponement of induction into military service.

At this juncture, we are happy to say, understanding and co-operation between the Association and other professional groups were effective. The Committee on Relationships with the Federal Government of the American Council on Education took a unanimous and firm stand with the Association's position with Selective Service. We were supported by resolutions passed by regional associations of junior colleges. A strong letter signed jointly by Dr. Roy Simpson and President Sproul, of California, added greatly to the weight of evidence presented to Selective Service. What otherwise could have been an embarrassing interpretation for junior colleges was almost silently smothered.

Among a considerable number of letters, the following extract from one received on the day this report was

being written shows how the Washington Office can be effective for local junior colleges:

I am writing to thank you for your assistance in correcting the recruiting misrepresentations taking place in _____. We have been contacted by representatives of the Army and the Navy and they have assured us that these practices will be eliminated immediately. Equally important is the fact that they have agreed to contact us immediately whenever a student becomes a candidate for enlistment for the armed services.

Another letter received on the same day from one of the great national educational associations, representing nearly 1,000,000 members, reads:

As usual, your statement on Federal Aid in the February 8 *Washington Newsletter* is excellent and in line with the many others you have to your credit. There is an element of inspiration in the statement which will, I am sure, be appreciated by your readers.

At times it is as important to prevent certain actions as it is to promote others. The ever increasing activities of the federal government in affairs either directly or indirectly related to the interests of education highlight the wisdom of continuous interpretations of these interests to the legislative and executive branches of the federal government. In the system of multitudinous bureaus and branches, often with many wheels within wheels, it is of supreme importance to identify key persons for contacts that should be made and maintained. We take this opportunity now to state that our relationships with the government have been most cordial at all times, even when points of view sometimes may have been divergent.

The International Scene

On the international scene your Association has co-operated as fully as possible with United Nations, UNESCO, the Commission for International Educational Reconstruction, the emerging international association of colleges and universities, CARE, the Friends Service Committee, and many others. Arrangements have been made at the top level to provide this year for the exchange of at least a dozen carefully selected teachers in junior colleges with an equal number of British teachers. This plan will be a pilot study, with the hope that its results may justify further extension both to Great Britain and to other countries. Although we do not have exact data at hand, general reports show that a considerable number of junior colleges have provided scholarships and maintenance for foreign students in this country. Several additional nations have ratified the Fulbright Act during the past year. Its provisions may not open the way for exchange of students on the junior-college level, at least for some time to come, but there should be opportunities for your administrative and teaching personnel to take advantage of its provisions for foreign study.

As was reported last year and also in 1947, a number of nations are interested in some phases of the junior-college movement in the United States and Canada that could be readily applied to meet educational needs in those countries. Your Board of Directors has encouraged further and closer liaison along international lines, and this has been done during the past year. Matters of this nature often

move slowly, but, step by step, relations are being formed or made stronger. If the junior college has as one of its functions the further democratization of education, whatever can be done to make other nations aware of its program should result in some distinct advantages. If democracy has implications significant in education as well as in political areas of action, as it surely has, then junior-college philosophy can make valuable contributions to the welfare of the world.

Association Membership

It is not necessary to repeat here data reported in the "Analysis of Growth" in the February issue of the *Junior College Journal*. The membership in the Association is practically at the same number as for 1947, namely, 466 institutions, 13 organizational sustaining members (including seven state departments of education), and 65 individual members. While a number of new members have been accepted, there has been a corresponding loss by reason of changes in some institutions to senior standing, the discontinuance of a few others as junior colleges, and the dropping-out of some institutions because of the effect of the new constitutional provisions for membership.

There are still nearly 100 institutions that could readily qualify for membership. Their support and co-operation would add greatly to the strength of the Association. A few depend on the majority for the necessary support of the organization. Without an organization, many of the benefits accruing to them by way of publications and other services would not be possible at all.

Junior College Journal

In our extensive travels and contacts with professional organizations, we have found enthusiastic approval of the *Junior College Journal*. A high-ranking educational official in the government said a short time ago: "The *Junior College Journal* is not only one of the best-looking educational publications but also one of the most vital and scholarly in its content." Its production is one of the highly important professional services of the Association in co-operation with the University of Chicago. It is indispensable to the junior-college movement, both as a direct contribution and as one that is widely quoted in magazines and books.

It is well known that costs for printing have been steadily rising during the past few years. Your *Journal* has been no exception to this economic rule. In 1945 the Association spent \$3,250; in 1946, \$4,106; in 1947, \$6,441; and in 1948, \$8,331.26. We have tried to keep pace with expenditures by increased income, although it has been very difficult. On this side of the ledger, we have to our credit \$3,684 in 1945; \$4,799 in 1946; \$7,493.95 in 1947; and \$8,166.78 in 1948. We should remember, however, that beginning in 1947, by action of your Association, all members have received three copies of the *Journal* instead of only one as during previous years. This has naturally added considerably to the cost. The distribution of nearly 1,500 free copies of each of the nine issues is really a charge against the general revenues of the Association. We are convinced that, even though some portion of the cost of this publication may have to be

underwritten by the Association, it is well worth the expenditure to do so.

For the continuing record regarding the *Journal*, we present in Table 1 a breakdown of the circulation from 1930, the year of the first volume, to 1948. It will be noted that, while there was an increase in the number of group subscriptions, the total number of copies did not show a corresponding increase over the previous year. This

the hope that the *Letter* may reach the members of school boards and trustees of colleges. If funds were available whereby the *Newsletter* could be mailed to all the daily papers of the country, it is probable that many items of news and views about junior colleges would find their way into the public press. Perhaps junior colleges themselves could find ways and means of placing the *Newsletter* and the *Junior*

TABLE 1.—SUBSCRIPTIONS TO JUNIOR COLLEGE JOURNAL

<i>Volume</i>	<i>Year</i>	<i>Individual</i>	<i>Group</i>	<i>Total</i>
I	1930	400	.....	400
II	1931	613	.....	613
III	1932	633	.....	633
IV	1933	720	.....	720
V	1934	659	.....	659
VI	1935	752	.....	752
VII	1936	753	.....	753
VIII	1937	743	.....	743
IX	1938	928	304 (26)	1,232
X	1939	950	608 (51)	1,558
XI	1940	1,034	853 (76)	1,887
XII	1941	1,065	805 (67)	1,870
XIII	1942	1,064	689 (58)	1,753
XIV	1943	1,076	638 (..)	1,714
XV	1944	1,108	721 (60)	1,829
XVI	1945	1,120	615 (59)	1,735
XVII	1946	1,201	1,142 (88)	2,343
XVIII	1947	2,131	1,307 (88)	3,438
XIX	1948	2,124	1,421 (108)	3,545

is probably due in part to the increased price of the *Journal* during the past year.

Washington Newsletter

The circulation of the *Washington Newsletter* has been approximately 1,200 for each of the twelve months during 1948. Some junior colleges have taken advantage of the subscription plan approved at your last convention, but the total number so far has not been significant. The plan is being promoted during the current year with

College Journal in the hands of local editors. The continuous interpretation of the movement is highly important, and we shall seek every legitimate means to give the widest possible circulation of such knowledge to the public at large.

While the *Letter* is especially designed for the membership, it is often used for the assistance of nonmembers and is sent regularly to all state departments of education and to some governmental agencies.

Other Publications

Surprising though it may be, the terminal monographs are still selling at the rate of about 100 copies per year. The pamphlet produced by the Teacher Preparation Committee, entitled *In Your Hands, Your Future*, was sold to the extent of nearly 10,000 copies. As a result, rather extensive correspondence developed with prospective teachers interested in junior colleges. *American Junior Colleges*, edited by your Executive Secretary and published by the American Council on Education, went on sale in April, 1948. Five thousand copies were sold before the end of the year, and an additional 2,000 copies were printed and are being sold. A fair number of sales have been made of pamphlets and reprints of articles in the *Junior College Journal*, but it is recognized that new and up-to-date pamphlets are greatly needed.

The *Junior College Directory* was circulated to all members last year, and in addition nearly 1,000 copies were sold to colleges, universities, public libraries, governmental agencies, and public-school systems. As was mentioned in last year's report, it is our policy to encourage and assist professional writers. "What about the Junior College?" appeared in *Parents' Magazine* for May. *Pathfinder* is now engaged in publishing a series of articles on the community college. One of the top reporters has been assigned to this work and is now visiting a number of institutions for pictures and materials. Editorials and special articles have been written for national magazines. One of these on "The Com-

munity College" appeared in the summer issue of the *Bulletin of the American Association of University Professors*; another, the "Expanding Role of the Community College," in the April, 1949, issue of the *Journal of Educational Sociology*.

Encouragement has been given to the production of better teaching materials and textbooks in the field of technical education at the semi-professional level. A contest sponsored by the McGraw-Hill Book Company, with special awards ranging up to \$1,000 in addition to regular royalties, has created a great deal of interest. A considerable number of manuscripts have either been submitted or are in process. It is hoped that out of this contest there may come a number of textbooks of value to teachers and students in the fields of semiprofessional technical education. The contest will close on the first of October, 1949.

Field Work

Field work during the past year was on a more extensive scale than ever before. Apparently it is needed and appreciated by the members of the Association. The traveling budget for 1948 was reduced to \$800 from \$1,000 appropriated in 1947. Only \$768 was expended because traveling expenses were supplemented from various individual sources to the extent of \$1,761.17, in contrast to \$700 during the previous year. Mileages have not been estimated for 1948, but total distances have been practically twice as great as those during the previous year. By thumbing through our book of travels, we find that we have been in 21 states.

While a number of individual colleges have been visited, major emphasis has been given to attendance at state and regional conferences and at workshops held at universities. We believe these have been profitable, because they have brought together personnel from junior colleges, state departments of education, and universities.

In practically all the field work at conferences and workshops, a large number of junior-college people have taken active part. It has always been a pleasure to engage in these co-operative enterprises. This kind of grass-roots program is stimulating the professional growth of junior-college people and promoting the extension of the movement. It is in keeping with the basic purpose of your Association set forth in your constitution. While we are dealing primarily with what has been done in 1948, we cannot refrain from stating that approximately twenty-five universities are offering courses of study, workshops, seminars, or conferences for junior colleges during the coming summer. Perhaps the greatest single need in junior colleges today is for a larger number of competent persons who have a thorough understanding of the philosophy and functions of these institutions. If this is true, then it is necessary to promote professional education for them in the universities and colleges of education. Pre-registration conferences for faculties and staffs and in-service studies have an important place. We have noted with satisfaction an increase in programs of this type. They cannot take the place of university professional education and are not so intended.

There is another need, almost as great as the one just mentioned, the meeting of which bears directly on the solution of the former, namely, to provide for a number of distinguished scholars and teachers in universities in the field of junior-college education. Contacts have been made with several universities relative to this need, and encouraging results have been indicated, especially in the recognition of the need and certain offers to help meet it. Harvard University has just announced that \$50,000 per year will be made available in the Graduate School of Education for fellowships with stipends practically equal to the holder's regular salary. These fellowships are open to mature persons who can qualify for a year's study at the University. There are a number of other universities that provide fellowships, although they may not be so generous as those at Harvard.

The positions held at the University of Texas by Professors C. C. Colvert and James Reynolds and that just filled at Washington State College by the appointment of S. V. Martorana are examples of what should be similar appointments in more than a score of universities. It is likely that some of these appointments would be made if men and women were available, qualified by education and experience and interested in accepting them. Moreover, a somewhat similar need is appearing in state departments of education for competent persons for supervisory positions at state levels. All these matters have had serious attention. Continuation of efforts in the future will be necessary.

If junior colleges feel the need for

this type of professional service on the part of universities, then everything possible should be done to encourage the development of the programs. We are not attempting to prescribe ways and means for its accomplishment. We believe, however, that encouragement could be given by way of salary increments or subventions for teachers and staff members who are ambitious to improve themselves. If a large attendance is to be had at the summer sessions at the universities, we cannot overlook the need for encouragement and promotion at the local as well as at the national level.

Adult Education

The Educational Policies Commission has shown considerable interest in adult education. Last December, a meeting called by a subcommittee made recommendations to the Commission, and these are now being seriously considered. Some pronouncement will probably be made within the near future regarding a plan for a comprehensive national study of the problem. Because junior colleges are in a strategic position in many communities to provide adult education and because a number of them now have excellent programs, these institutions will, no doubt, be encouraged to participate in the study. Adult education is a function which junior colleges have been performing effectively at the community level, but across the nation the job has barely been started. If all states were providing this kind of education in the same ratio to the total population as is being done now in California, there would be an enrollment of 1,500,000 adult students

rather than 130,000 as is shown in the 1949 *Directory* of the Association.

Identifying Personnel

The College Entrance Examination Board has become interested in a co-operative program with colleges, universities, and junior colleges that could result in a significant movement. A meeting was recently held at the University of Michigan between the Board, the Educational Testing Service, representatives of universities, the United States Office of Education, the American Council on Education, and the junior colleges. The need was clearly recognized for some plan to assist junior and senior colleges to identify more accurately those students who have abilities and who have made satisfactory achievements during the Freshman and Sophomore years, thereby being well qualified for concentration studies. There was also recognition of the need for more accurate measurements of student abilities for further training of a more specialized character in business, industry, agriculture, or other semiprofessional occupations. It was unanimously agreed that any attempt to influence the pattern of studies in junior colleges should be scrupulously avoided. It is hoped that a series of aptitude and general-achievement examinations may be constructed through which students may be encouraged for further study, regardless of the pattern of studies they may have taken. The hope is that greater fluidity may be provided from lower- into upper-division studies, professional schools, or specialized occupations.

Technical Education

The need for technical education of college grade has been recognized for years by a considerable number of top-flight educators. Across the board, this need has not received a great deal of practical attention. Some movements are under way presently that may bring promising results. May we call your attention to an article in the January issue of the *California Journal of Secondary Education* by Dr. H. P. Rodes, entitled "Technical Training in the Junior College." This article sets forth the plan in California for a co-operative enterprise between the University of California with special reference to the College of Engineering at Los Angeles, the State Department of Education, and the California Association of Junior Colleges. The ultimate purpose is to provide information and technical advice to junior colleges in the state for the further development of technical education for semiprofessional occupations.

On the other side of the continent a somewhat similar movement is under way, although its particular form of organization is somewhat different. We refer to a conference held recently at Yale University, sponsored by the New Haven YMCA Junior College and attended by representatives of private and public junior colleges. The purposes of both movements are almost identical. Ways and means of achieving these purposes will be further considered at a national gathering at Troy, New York, during the third week in June. We heartily commend this movement to the serious attention of all junior-college people who are or who

should be interested in this type of work.

On our way to this meeting we had the pleasure of attending the groundbreaking for the new technical-engineering building at San Bernardino Valley College. It will probably be one of the finest facilities of its kind in the country. These facilities and the program it will make possible should be duplicated at a large number of institutions.

Finances

The "Blueprint for the Future," adopted by your Board of Directors in the summer of 1945, published in the November issue of the *Junior College Journal* of that year, and ratified by you in general convention in January, 1946, should be read again by all members of the Association. In respect to finances, you will recall, great emphasis was placed on the determination to operate on a strictly balanced current budget. During the past year all the current income was expended, and, in addition, over \$1,700 was drawn into the budget from surplus of previous years. At the end of 1948, the available current surplus was thereby reduced to \$961.76. It is our sincere hope that the affairs of the Association may be financed strictly from this year's current income. Any sound budget must have a contingency fund, because it is practically impossible to foresee emergencies that may arise. If the present contingency fund should be spent during the current year, the budget for 1950 will, in all probability, be short of any financial cushion. This should not happen, and the time has come to

face this fact squarely. We must cut our program pattern to fit the financial cloth on a strictly current basis without in any way curtailing the essential services of the Association to the members. We recognize that it is not a sound policy for a nonprofit service organization to build up unreasonable surpluses. These funds should be spent for services to the members. At the same time, however, it is necessary to operate on a balanced budget and maintain a reasonable fund for emergencies.

In keeping with good business practices, your employees in the Washington Office are bonded, employer's liability insurance is carried, your property is covered by fire insurance, and your financial accounts and transactions have been audited by F. W. La-frentz and Company, certified public accountants.

Conclusion

It has been a genuine pleasure to work with the officers and committees of your Association and with all the members. We have received, and have tried to give, the fullest possible co-operation. Lines of responsibility set forth in your constitution and by-laws have been strictly followed by all in this enterprise. Everyone has attempted to be fair and equitable in dealing with the best interests of all members of the Association. That mis-

takes have been made goes without saying. Whenever they have been brought to our attention, they have been forthwith corrected. We believe that the decentralized, grass-roots methods adopted by you in 1946 are proving their validity by practical experience. In this plan, we wish to add our word of commendation to yours to Dr. Leonard V. Koos, Miss Mildred Herrod, Dr. S. V. Martorana, Miss Amy F. Owens, and others at the University of Chicago, and to the University itself for the excellent manner and accomplishments in the editorial work of the *Junior College Journal* and in research.

In accordance with your policies laid down in the "Blueprint for the Future," this type of service will soon be transferred to another university. Beginning next July first, the University of Texas will undertake this task. The University is well qualified to do so by reason of its large financial resources, its extensive equipment and facilities, the understanding and sympathy of President Painter and other staff officers, and in the provision for the services of two well-recognized leaders in the junior-college field—Dr. C. C. Colvert and Dr. James Reynolds. We confidently predict that you will receive from these men and from the University of Texas the same high quality of performance that has characterized the work at the University of Chicago.

Report on Research and the Junior College Journal

LEONARD V. KOOS

IN VIEW of the large number of projects that have had the attention of the Research Office and the bulky amount of material that has passed through the editors' hands during the last three years, you would be justified if you yielded to a little shudder at the thought of the detail that is about to be unloaded on you. Let me hasten to assure you at once that, while your suffering may be intense, it will not be long continued. As implied, this report is a duplex one recognizing my split personality as director of research and as editor of the *Junior College Journal*.

Report on the program of research may well take off by referring to the five-committee plan instituted at the outset of the arrangements to decentralize the activities of the Association. All who have kept in touch with the affairs of the Association will know that this plan involved the setting-up of five Research and Service Committees, the chairmen of which make up a Co-ordinating and Research Committee, with the vice-president of the Association serving as chairman. The initial approach on behalf of the five committees and the Co-ordinating and Research Committee was the mak-

ing of a poll of junior-college administrators on the problems to be investigated. The problems submitted in the poll had previously been suggested by the several committees. The outcomes of this poll have determined, in the main, the lines of inquiry of and for the committees during the intervening years.

It will be recalled that, for the Committee on Administrative Problems, the program of research began with a large-scale study of administrative and supervisory practices for improving instruction. Although the project was initiated by this committee, as finally worked out it involved the co-operation also of the Committees on Curriculum and Adult Education, Student Personnel, and Teacher Preparation. For the Committee on Administrative Problems, the Research Office has also made a study, extending over most of the last year, of present plants and facilities of junior colleges throughout the country. Outcomes of this inquiry have been presented in the program of this convention.

Projects done for the Committee on Curriculum and Adult Education began with a study of the status of, and problems in, adult education in junior colleges. Because this committee became concerned with the library, an investigation was next made of library problems through a special Library Committee, representing also the Committee on Administrative Problems. Following identification of the prob-

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lems, this special committee turned its attention to the problem of publishing a junior-college book list. The Research Office co-operated by soliciting and tabulating answers from the junior colleges to proposals by the H. W. Wilson Company to prepare and publish a book list for junior-college libraries.

For the Committee on Student Personnel Problems, the office made, in the fall of 1947, a study of practices in two areas that had been given high priority in the initial poll, namely, junior-college and high-school relationships in personnel services, and provisions for placement and follow-up of students. This project was extended in the fall of 1948 by obtaining, on rather elaborate schedules prepared by the committee members, detailed practices in these two areas. Outcomes of these inquiries are represented in the program of the convention.

For the Committee on Teacher Preparation, with the Committee on Administrative Problems co-operating, the office in 1947 made an investigation of teachers' salaries and policies in administering them. This study has more recently been extended by an effort to appraise the salary schedules through analysis of related literature and by identification of the standards embodied in the schedules. Also, late in 1947, the office ascertained the status of programs of junior-college teacher preparation in the higher institutions of the country and, last fall, made a follow-up inquiry to note the changes in these programs. Beginning in the spring of 1948, an elaborate study has been made for this committee of retirement plans in use in junior colleges. Examination of the convention program will find these projects represented there.

A problem within the province of this committee, which was given high priority in the initial poll of preferred research, was the "qualifications of junior-college teachers." While the committee made no request of the Research Office for investigation of this problem, the writer has made available, through articles in the *Junior College Journal*, from a personal professional project previously begun, related information concerning almost fifteen hundred teachers in about fifty local public junior colleges. These articles relate to (1) the highest degrees held by, and extent of graduate residence of, these teachers; (2) subjects taught and specialized preparation in those subjects; (3) their preparation in the field of education; (4) their backgrounds of experience; and (5) their nonteaching responsibilities, referred to as "co-operations."

For the Committee on Legislation, the office in 1947 gathered from the different states the laws relating to the junior college that had been enacted by the legislatures in the early months of that year. These laws were analyzed and a digest of them prepared by Dean Hugh G. Price, a member of the committee, and the digest was published in the *Junior College Journal*. As the program in 1948 for this committee, the recommendations in reports of state-wide studies to project plans of junior-college, or community-college, development have been analyzed. The results of this analysis are being presented in this committee's sectional session.

The list of projects just enumerated is being materially expanded through co-operation with other agencies and with individuals. Members of the staff of the United States Office of Education have taken over responsibility for

two important projects. Specifically, Dr. Homer Kempfer, in co-operation with the Committee on Curriculum and Adult Education, is making an investigation of criteria to be used in determining offerings in adult education, and Dr. William H. Conley has assumed responsibility, in co-operation with the Committee on Administrative Problems, for the large-scale investigation of costs for which we have long had need. In addition, certain doctoral candidates in graduate schools are at work on projects approved by research committees of the Association.

The writer hopes that he will not be understood to be complimenting himself when he observes that the list of fifteen or more projects that have been carried on to date in the Research Office make an impressive array of inquiries, most of them of major importance to junior-college education. Instead, his purpose is to commend the members of the committees for their insight in docketing the projects for investigation and helping to formulate plans of inquiry. The list and the outcomes should be proof of the merit of the committee plan put into effect three years ago. During this three-year span, the boundaries of understanding of the junior-college movement and of conditions and practices within junior colleges have been substantially extended. So far as known, no other educational organization has a comparable setup for promoting research, and word has been passed that other organizations are watching this one with a view to taking similar steps in reorganization.

In rounding out the part of this report concerned with the research program of the Association, three observations in the nature of recommendations

may be in order. One relates to the types of investigation that have chiefly been carried on. These have been mainly studies of status and, it may be added, investigations by questionnaire. In full fairness to the program, it should be admitted that documentary and other objective analyses have been emerging and, to some extent, efforts at appraisal, although one may also note the temptation to resort to the inadequate short cut of appraisal by juries of so-called "experts." As the research program matures, it should come to rely increasingly on experimentation and other procedures of objective evaluation.

A second observation concerns the control of researches made by doctoral candidates and others in co-operation with the Research Committees of the Association. While the candidates' advisers should be allowed some freedom in approving plans for dissertations, in the interests of co-ordination, when these dissertations involve distribution of questionnaires to the Association's membership, projects and questionnaires should, without exception, be cleared in the office of the director of research.

The third observation is also in the nature of a recommendation. Although the problems indicated as preferred in the poll made in 1946 have not yet all been investigated exhaustively, the making of a fresh poll should not be long delayed. The problems rated high in the old poll and left uninvestigated might be placed alongside others now regarded as important by committee members, and the new lists of problems submitted to administrators and others for indication of preference. To keep the program of research close to the interests of the Association's mem-

bership, periodical polls should be taken.

As the writer pointed out at an earlier annual meeting of the Association, every issue of the *Junior College Journal* serves as a sort of report of the editors. On this account, the statement concerning it and editorial matters can be held within brief limits. It will be remembered that removal of the editorial office of the *Journal* to Chicago was preceded by a poll of the Association's membership analogous to that made on behalf of the research program. A systematic check of the content of the *Journal* against the directives emerging from the poll will show that they have been rather faithfully respected. This is proper for a periodical that is the official organ of an educational association. A letter asking for suggestions for improvement, sent out after last year's annual meeting by Dean Goddard, chairman of the Editorial Board, seemed to yield mainly commendations of the *Journal*, for which the editors are duly appreciative. The returns from the letter brought also a few recurrent suggestions, with most of which we have tried to comply.

Mention should be made of one important respect in which it has not been possible to comply fully with the preferences of the membership as expressed in the poll on policies for the *Junior College Journal*. This respect concerns preferences among three kinds of articles, namely, "discussional treatments of important junior-college issues," "expositions of significant recent developments in individual junior colleges," and "interpretative reports of significant researches in the junior-college field." The poll disclosed esteem for all three kinds of articles but, at

the same time, considerable preference for the expositions of significant recent developments in individual junior colleges. Measurement of space used for articles in the issues of the *Journal* from September through March of the current school year finds only about a sixth devoted to the expositions, while discussional treatments take up almost a third and reports of researches a full half of all article space. The explanation is the simple fact that the number of manuscripts submitted that are expositions of developments in individual junior colleges are small in comparison with the numbers of the other types. The editors have applied a policy of being less critical of the expositions than of the manuscripts that are discussions or that report researches, but, even so, the proportion of published expositions has lagged behind most readers' preferences.

Herein lies an admonition to readers of the *Junior College Journal*: if you would add interest for yourself to the content of your periodical by having it publish a larger proportion of such expositions, it is your responsibility to identify the individual institutions where these significant developments are going forward, to prepare expositions of them yourself or induce someone else to do so, and to see that the expositions are submitted for publication. After all, the editors are at the receiving, not the producing, end of such expositions, and the most they can do is urge the writing of more expositions.

Because it has been assumed, ever since putting in operation the setup of five Research and Service Committees, that the *Junior College Journal* would serve as the publication avenue of the outcomes of their activities,

readers may care to know what proportion of the article content has been made up of the reports of researches from these committees. During 1946-47, the first year of the plan, this was 17 per cent; in 1947-48, it was 19 per cent; for the issues through March of the current year, it was 21 per cent. This proportion is something less than half the total proportion of the article portion of the *Journal* given over to reports of research. Thus, the major portion of the research articles contributed to the *Journal* are submitted from sources outside the committee setup. The proportion of articles which are the results of researches for the committees appears to be stabilized at from a fifth to a fourth of all.

The proportion just reported as coming from the activities of committees does not include admirable articles of a discussion or otherwise non-research nature which have been sponsored by the committees. Examples of these are B. Lamar Johnson's article on the patterns of general education, Max Engelhart's paper on testing for guidance and placement, and an article by Robert de Kieffer, appearing in the April issue this year, on the administration of visual aids. With these committee-sponsored articles included, the total proportion of article space devoted to the activities of the Research and Service Committees does not exceed a fourth of all, which does not seem too large in view of the major part these activities play in this laudable plan of operation of the Association.

One further observation should be made emerging from my experience in the dual capacities of director of research and editor. I am moved to em-

phasize the great advantage accruing from having both responsibilities vested in one person. Reciprocal relations of the two major functions are too apparent to be elaborated. Under the present arrangement, as you can guess, it is easy for the editor to consult the director, and *vice versa*. The director knows what is in the mind of the editor, and the editor is in close touch with the progress of the researches. If arrangements for the future involve assignment of the two functions to two different persons, it is to be hoped that they will be as close to each other in body and mind as Siamese twins.

In closing, I should like to say a word in appreciation of a few of the many persons with whom I have been associated during the three years this work has been carried on at the University of Chicago. To name all is out of the question, as this would be like reading a roster of the membership of the Association, plus many other persons. It is impossible even to name all the members of the Research and Service Committees, whose generous co-operation in this type of setup is indispensable. However, I want especially to mention the co-operative attitude and the tolerance of my idiosyncrasies shown by three successive chairmen of the Co-ordinating and Research Committee, Messrs. Farley, Medske, and Bishop, and the chairmen of the Editorial Board, Messrs. Farley, Marston, and Goddard.

I feel a special indebtedness also to the three members of the core staff for the Association's activities at the University. Members of the committee who conferred with me on taking over the duties of director and editor, when

establishment of the office at the University of Chicago was first proposed, may recall that I said I would be disposed to look with favor on the proposal if I could have the help of Miss Mildred Herrod as associate editor. I had previously experienced the advantage of association with her during ten years while I was editor of the *School Review*, and I wanted to be able to rely on her competence and responsibility if I should take on another editorship. Miss Herrod was induced to add the work on the *Journal* to her other duties, with what effect on its quality regular readers well know. It was fortunate for the Association's program and for my connection with it

that we have had Sebastian V. Martorana as assistant director of research, except for the several months last year during which he was in the United States Office of Education in Washington (when Robert Perz carried on effectively for him). The third member of this continuing staff is Miss Amy F. Owens, who has presided over the Association's Chicago office and looked after its affairs with high courtesy and efficiency. Beyond all this, the members of this staff have co-operated admirably with one another and with me, to the advantage of the work of the Association. I would wish for my successors as competent and co-operative a core staff.

Report of the Finance Committee

IN 1948, expenditures exceeded current income by \$1,776.25. At the time the 1948 budget was prepared, some excess of expenditures over current income was expected. The Association, therefore, carried forward for use in 1948 \$2,809.18 of the 1947 cash surplus. Of this amount, only \$961.76 remained at the end of 1948. The Finance Committee recommends that (1) in 1949 the Association live within its current income; (2) the price of the *Directory* be increased to \$1.50 [see note under this action in "Précis of

Board of Directors' Action"]; (3) as a token of appreciation for their efficient services, the salary of each of the secretaries in the Washington Office be increased \$10.00 per month, retroactive to January 1, 1949; and (4) the 1948 cash surplus of \$961.76 be set aside as a reserve fund, subject to the vote of the Board of Directors upon recommendation of the Finance Committee.

The Finance Committee believes that the salary of the executive secretary should be increased but does not see how this is possible during 1949. The Committee submits the proposed budget for 1949 and recommends its adoption by the Board of Directors and its submission to the membership of the Association for their approval:

During 1948 the Finance Committee was composed of THEODORE H. WILSON, chairman, FREDERICK J. MARSTON, and EUGENE CHAFFEE.

*Budget Adopted in Convention for 1949**Reserve Funds*

Permanent Reserve Fund, invested in Chevy Chase Building and Loan Association	\$ 5,094.14
Capital Reserve Fund, savings account in Washington Loan and Trust Company	2,015.06
Contingency Reserve Fund, cash balance from 1948, savings account in Washington Loan and Trust Company	961.76
Total	<u>\$ 8,070.96</u>

Current Funds

Receipts:

1. Membership dues (including \$1,075 paid in advance)	\$24,000.00
2. Publications	
Junior College Journal	8,200.00
Washington Newsletter	100.00
Other publications	1,600.00
3. Annual Meeting	1,400.00
4. Miscellaneous	50.00
	<u>\$35,350.00</u>
	<u>\$35,350.00</u>

Expenditures:

1. Washington Office	
Executive Secretary	
Salary	\$ 7,200.00
Retirement	360.00
Travel	800.00
Office secretaries	5,800.00
Office expense	3,100.00
	<u>\$17,260.00</u>
2. Publications	
Junior College Journal	\$ 8,500.00
Washington Newsletter	750.00
Other publications	1,500.00
	<u>10,750.00</u>
3. Annual Meeting	\$ 1,500.00
4. Board of Directors—Travel, etc.	\$ 1,300.00
5. Research and Service	
Committees—Travel, etc.	\$ 1,000.00
University of Chicago, 6 months	2,016.96
University of Texas, 6 months	1,140.00
	<u>4,156.96</u>
6. Miscellaneous and contingencies	\$ 383.04
	<u>383.04</u>
	<u>\$35,350.00</u>

In connection with the finances of the Association, it is fitting that record should be made of the contributions made for editorial and research services during the year 1948 by the University of Chicago. These are shown in the opposite column:

From the University of Chicago

One-half time of major staff member	\$4,000.00
One-half time of secretarial research assistant	1,082.32
Editorial assistance	2,024.36
Use of space and office equipment ..	1,095.00
	<u>\$8,201.68</u>

Reports of Research and Service Committees

AN ENORMOUS amount of work is being done by the Research and Service Committees. It is necessary for members of the Association to read each issue of the *Junior College Journal* to keep abreast of the findings. At each session of the annual convention these committees conduct at least one-half day's meeting for the purpose of making progress reports, holding discussions with the members of the Association, and charting the future studies that may be identified. The May issue of the *Junior College Journal* can carry only the barest outlines of things that have been accomplished, work that is presently in progress, and plans for the future. The *Journal* is the official channel through which the final results of committees are reported to the membership and the public.

The general form of organization for this work is as follows: The committees are composed of representatives of the junior colleges in all sections of the nation. Membership rotates so that widespread interest may be created, latent talent discovered, and the genesis of ideas and projects kept close to the grass roots of the Association. The vice-president of the Association is the

co-ordinator of the committee work and operates in conjunction with the chairmen of the committees as a cabinet. Final approval of projects is given by the Board of Directors on recommendation of the director of research, the co-ordinator, and the chairman of the committee. This procedure keeps all persons and committees informed at all times regarding activities and makes for a smoothly running program and elimination of overlapping effort.

An additional meeting is held during each summer, usually at the University of Chicago, where the most excellent facilities of the University are placed at the disposal of the Association. The summer meetings are devoted largely to plans for the future work of the committees and the Board of Directors. The general plans for the present methods of work were outlined in 1945 under the title "Blueprint for the Future" and adopted in convention at Chicago in January, 1946. Readers who may wish to refresh their minds on these plans, may read the excellent statement in the November issue of the *Junior College Journal* for 1945.

The five Research and Service Committees present their reports below.

Committee on Administrative Problems

I. WHAT HAS BEEN DONE.—The accomplishments of the Committee on Administrative Problems to date may be enumerated briefly as follows:

1. Formulated and distributed a mimeographed report of guiding principles relative to the administrative organization and the distribution of responsibilities for all staff members of a junior college.
2. Prepared and published a public-relations calendar.
3. Sponsored exhibit at annual meeting (February, 1947) of public-relations materials.
4. Sponsored section programs at annual meetings as follows: (a) Junior College Public Relations (February, 1947); (b) Organization and Administration of a Junior College (February, 1947); (c) Junior-College Building Problems (February, 1948); (d) Administrative Practices for Improving Instruction (February, 1948), participating jointly with the Committees on Teacher Preparation and on Curriculum and Adult Education; (e) Teacher Retirement Plans (February, 1948), participating jointly with Committee on Teacher Preparation.
5. With the assistance of the Research Office, sponsored independently, or jointly with other committees, the following studies: (a) survey of present practices and policies relating to junior-college salary schedules (co-operating with Committee on Teacher Preparation); (b) present status of administrative practices employed by junior colleges for the improvement of instruction (co-operating with the Committees on Teacher Preparation and on Curriculum and Adult Education); (c) survey of junior-college teacher-retirement plans (co-operating with Committee on Teacher Preparation); (d) survey of junior-college building facilities.
6. Sponsored section meeting at the annual meeting on Junior-College Building Facilities and Standards (February, 1949).
7. In co-operation with the California State Department of Education and the California Junior College Association, distributed to all junior-college representatives at the 1949 annual meeting a copy of the publication entitled "Planning Junior Colleges" (an illustrated publication on junior-college housing and facilities).
8. In co-operation with the Committee on Teacher Preparation, sponsored presentation of two studies completed by the Research Office: (a) principles that enter into a sound salary schedule; (b) principles that should be embodied in a good retirement system.

II. PRESENT PLANS.—The Committee on Administrative Problems is now sponsoring the following investigations:

1. A graduate study by B. W. Jones at the University of Texas, designed to determine necessary building space, building costs, and equipment costs for junior colleges in the United States.
2. A graduate study by Robert W. English at Penn State College, de-

The Committee on Administrative Problems was composed of the following persons during 1948: BASIL H. PETERSON, chairman, RODNEY CLINE, MARVIN C. KNUDSON, and ANNE D. McLAUGHLIN.

signed to determine adequate space facilities needed by junior colleges in technical fields of instruction.

3. A study of methods of compiling enrolment reports, designed to promote common understandings and uniform practices in submitting reports.

4. A study of minimum standards of junior-college education, designed to provide some pattern of basic essentials which could profitably be used by accrediting agencies.

5. A comparative study by United States Office of Education, under direction of Dr. William H. Conley, of salaries paid to teachers in junior colleges and in other levels of higher education.

6. In co-operation with the Committee on Curriculum and Adult Education, seeking ways and means of publishing a junior-college book list.

7. Co-operating with the Committee on Teacher Preparation, formulation of suggested techniques and procedures for organizing an in-service teacher-training program designed to improve instruction.

III. FUTURE PROJECTS.—The Committee on Administrative Problems received approval from the Board of Directors of the Association to pursue the following investigations:

1. The Research Office make a study of the present status of the supervision of junior colleges by state and other agencies.

2. The Research Office make a status and evaluation investigation of the certification of high-school, junior-college and senior-college university instructors in the United States (study to be sponsored jointly with the Committee on Teacher Preparation).

The Committee on Administrative Problems strongly urges that the Research Office launch the study of junior-college athletics in the United States. This study should provide answers to the following: (1) To what extent are junior colleges providing financial aid to athletes? (2) To what extent are junior colleges requiring athletes to meet eligibility requirements for participation? (3) What are sound guiding principles governing the junior-college athletic program?

Problems proposed by the committee for investigation at a later date include: (1) a determination of the present status and value of tenure for junior-college teachers; (2) a determination of the present status of state and local financial support for public junior colleges in the United States.

Committee on Curriculum and Adult Education

The committee heard the reports of two subcommittees. Dr. Johnson reported that the plans for the library

The members of the Committee on Curriculum and Adult Education were: HENRY W. LITTLEFIELD, chairman, B. LAMAR JOHNSON, WALTER J. MOBERG, and JAMES W. REYNOLDS.

book list were not progressing as fast as the subcommittee had hoped and that more time was needed to get the project under way. The Committee on Curriculum and Adult Education, in co-operation with the Committee on Administrative Problems, voted to recommend to the Board of Directors the continuance of the subcommittee and

approval of a program for the early publication of the book list.

Dr. Littlefield reported for the Subcommittee on Electronics Curriculum. He reviewed the minutes of a meeting held in New York last fall. Howard Johnson, a member of the electronics subcommittee, reported on a proposed study of electronics curriculum and of teaching methodology which he will conduct at Treasure Island for the Navy. The results of his work will be made available to the Association. Dr. Conley, of the United States Office of Education, reported on a catalogue study of the number of junior colleges with electronics courses. The Committee on Curriculum and Adult Education voted to recommend to the Board of Directors the continuance of the subcommittee and approval of Mr. Johnson's study. It is hoped that a junior college will set up an experimental program which will parallel the objectives of the Navy program.

Dr. Littlefield reported that the study of methods of identifying educational needs of adults, which the

United States Office of Education is sponsoring in co-operation with the Committee on Curriculum and Adult Education, is progressing. He indicated that the inquiry forms have been approved and will be sent to a selected list of junior colleges in the near future. The returns should be available for the July meeting. Dr. Homer Kempfer is in charge of the research.

Dr. Reynolds presented a preliminary draft of his inquiry on the general-education program of junior colleges. The study aims to obtain an intensive picture of general education in the junior college. The committee approved the plan of approach but recommended that a pilot study be made prior to the full-scale investigation. Specific recommendations to the Board of Directors and the Research Office will be made at the July meeting.

Mr. Walter Moberg reported that Dr. Robert de Kieffer, of Stephens College, had written the article on audio-visual aids which the committee had proposed for the April issue of the *Junior College Journal*.

Committee on Legislation

During the past year, Dr. Koos of the Research Office made summary reports of ten state and two national surveys relating to junior colleges. Dean Hugh Price of the Committee on Legislation then studied these summarizations and made a report of them to the Association at its annual meeting in San Francisco. At this annual

meeting a panel was set up to discuss in detail the state legislation of these ten states.

The committee secured approval from the Board of Directors to ask the Research Office to summarize the legislation in the states during the past two years as was done for the two previous years.

Similarly, the Research Office was asked to make a study of proposed legislation which was not passed and to get some evaluation from legislators and educators as to why it was not passed.

The work of the Committee on Legislation has been under the chairmanship of C. C. COVERT, with the following members: HUGH G. PRICE and G. H. VANDE BOGART.

The Board of Directors approved a project to study the basic legislation in each state as it now exists.

The committee laid before the board the proposal that, when finances permit and when and if the data are secured, a special bulletin be prepared on standard legislation for states. Such a bulle-

tin would include suggestions as to provisions for buildings and their costs as well as for instruction, etc., and their costs. It is proposed that this bulletin include some procedures that have been successfully used to sell junior-college legislation to state legislatures.

Committee on Student Personnel Problems

I. WHAT HAS BEEN DONE.—For a brief history of the plans and progress of the Committee on Student Personnel Problems, the reader is referred to the following issues of the *Junior College Journal*: May, 1947, pp. 384-85; December, 1947, p. 172; September, 1948, pp. 8-13; October, 1948, pp. 59-67; November, 1948, pp. 145-50. These last three issues of the *Journal* contain articles entitled "Facts concerning Student Personnel Programs," "Placement and Follow-up in Junior Colleges," and "Student Personnel Relationships of High School and Junior College."

In October, 1948, approximately sixty junior colleges, selected geographically for apparent excellence of practice, were studied more intensively by the committee, with reference to the activities in two principal areas under analysis. These areas were (1) junior-college and high-school relationships; (2) placement and follow-up of students.

At the annual meeting of the Association in February, 1949, at San

Francisco, members of the committee presented one of the half-day programs, based on findings from its further intensive studies made in the fall of 1948. Dr. William A. Black's paper dealt with "Recommended Practices in Student Personnel Service for Junior-College and High-School Relationships." Dean Charlotte D. Meinecke presented "Recommended Practices in Student Personnel Service for Placement and Follow-up of Students." The chairman of the committee, Dr. J. Anthony Humphreys, discussed "The Potential Significance of Student Personnel Service in a Junior College." To attendants at the meeting an exhibit of forms was made available, dealing with some of the aspects of personnel service under discussion. Copies of a bibliography of resource materials for workers in educational services were distributed.

As part of its program at the annual meeting, the committee arranged also for presentation of information about the United States National Student Association and the California Junior College Student Government Conference. These talks were given by student officers of these organizations, Erskine B. Childers and Harold Rue, respectively. A thought-provoking paper entitled "Fundamental Philosophy and Policies of Student Govern-

The members of the Committee on Student Personnel Problems were: J. ANTHONY HUMPHREYS, chairman, WILLIAM A. BLACK, JOHN L. LOUNSBURY, and CHARLOTTE D. MEINECKE.

ment" was presented by Robert N. Troutman, dean of men at San Bernardino Valley College.

II. PRESENT PLANS.—The major effort during the next few months will be the development of a plan for an evaluative study of the integration of the junior college and high schools through personnel services. Thirty to forty junior colleges will be selected for this project. The committee will outline suggested methods which have been found effective in practice, with the hope that the selected institutions will try out all, or most, of these devices over a period of time. The final step will be to secure reports by way of detailed evaluation of the effectiveness of the suggested practices.

III. FUTURE PROJECTS.—Through a graduate student at the University of Southern California, the committee hopes to pursue its earlier plan of learning which tests, inventories, and counseling procedures used by the

Veterans Administration have been found valuable for educational, vocational, and personal guidance. Based on these findings, suggestions for improvement of programs of appraisal and counseling of individual students in junior colleges will be developed by the committee.

Contact has been made with another graduate student of the University of California at Los Angeles for making an evaluative study of certain procedures in student personnel service that have a bearing on improvement of classroom instruction. The exact definition of the scope of this project has not been determined.

The committee hopes to pursue further its aim to develop ways and means of setting up criteria for evaluation of various aspects of student personnel service. It is planned to include, among other devices, consideration of students' reactions and students' felt needs.

Committee on Teacher Preparation

I. WHAT HAS BEEN DONE.—1. The status studies on salaries and salary schedules made by the Research Office under joint sponsorship of the Committees on Administrative Problems and on Teacher Preparation were published in the November and December, 1948, issues of the *Junior College Journal*. The Research Office has made arrangements with the United States

Office of Education to make a continuation study of junior-college salaries, as a part of the larger study dealing with costs of instruction in institutions of higher learning. This study is being made at the present time. The study made by the Research Office, sponsored jointly by the Committee on Administrative Problems and the Committee on Teacher Preparation, on principles that enter into a sound salary schedule has been completed and reported at the convention. The committee recommends that the report be published in the *Junior College Journal*.

2. A status study on teacher-re-

The members of the Committee on Teacher Preparation were: T. D. SCHINDLER, chairman, JOSEPH B. DAVIS, LEO WADSWORTH, and J. B. YOUNG.

tirement plans has been made by the Research Office under the joint sponsorship of the Committee on Administrative Problems and the Committee on Teacher Preparation. The first article has been published in the February, 1949, *Junior College Journal*. The committee recommends that a large amount of information gathered on specific provisions of different types of retirement plans in operation be published in future issues of the *Journal*. A study has been completed by the Research Office under joint sponsorship of the Committee on Administrative Problems and the Committee on Teacher Preparation dealing with principles that should be embodied in a good retirement system and has been reported at this convention. The committee recommends that the report be published in the *Junior College Journal*.

3. Approximately half of the 20,000 pamphlets *In Your Hands, Your Future*, published by the Association, have been sold. This pamphlet deals with information for the purpose of selective recruitment of students for pre-service training in the field of junior-college teaching and administration. Members of the committee have contacted regional and state associations to aid in the sale and effective distribution of these pamphlets.

4. An article by Dr. Leonard V. Koos dealing with pre-service programs of junior-college teacher preparation in operation in the higher institutions of the country has been published in the February, 1949, *Junior College Journal*. This investigation was made by the Research Office at the request of the committee. Up-to-date information regarding pre-service and in-service graduate programs in junior-college teaching and adminis-

tration has been compiled by the executive secretary, Dr. Jesse P. Bogue, and published in the *Washington Newsletter*.

5. The committee has promoted the setting-up of co-ordinating committees on state levels. These committees are composed of junior-college administrators who will offer their services to one or more graduate schools of education in their areas in three ways: (a) select and recruit students interested in pre-service training in junior-college teaching and administration; (b) provide facilities in their colleges for the graduate school to conduct cadet teaching; (c) serve in an advisory capacity in developing a training program in the graduate school. Committees have been set up, or are in the process of being set up, in the following states to work with eleven institutions: Texas, Mississippi, Tennessee, Colorado, California, Washington, and Pennsylvania.

6. In co-operation with the Committee on Teacher Preparation, two studies are being made by graduate students at the University of Texas under the direction of Dr. C. C. Colvert: one by Mr. McClendon deals with the preparation of junior-college teachers in the terminal fields; the second by Mr. D. L. Ligon deals with the preparation of junior-college teachers in academic fields.

II. FUTURE PROJECTS.—In the future the major emphasis of the committee will deal with service involving the dissemination of information to promote the selective recruitment, preparation, and welfare of competent teachers and administrators in junior colleges.

1. The Committee on Teacher Preparation, in connection with the Committee on Administrative Prob-

lems, has secured the approval of the Board of Directors of the Association for the Research Office to make a status study and evaluation of practices dealing with the certification standards for junior-college teachers and administrators.

2. At the 1948 summer conference in Chicago the committee received the approval of the Board of Directors of the Association for a study to be made by the Research Office in the four areas of in-service training listed below. A detailed study of practices and their evaluation in a few selected junior colleges will provide information to be used by the committee in developing a standard program for effective in-service training of teachers during the school year. Following is a list of the four areas recommended for study: (a) instructor rating; (b) intervisitation practices; (c) demonstration teaching; (d) encouragement of advanced study. The committee recommends that this study be made by the Research Office before the 1949 summer conference.

3. The members of the committee have been assigned areas where the

pamphlet *In Your Hands, Your Future* has not been effectively distributed. Further effort will be made to sell the remaining pamphlets in these areas.

4. The committee recommends that the executive secretary continue to gather up-to-date information on pre-service and in-service training programs for junior-college teachers and administrators and that the information be published from time to time in the *Washington Newsletter* and the *Junior College Journal*. Special emphasis should be given to providing information regarding summer programs.

5. The committee plans to promote the setting-up of five new co-ordinating committees in the following areas: California, Kansas, Massachusetts, Minnesota, and New York.

6. The members of the committee plan to compile data dealing with in-service improvement of instruction that may be useful to junior colleges starting in-service training programs on their campuses. The committee plans to have this information available following the 1949 summer conference in Chicago.

Records of the Convention

Minutes of the Meeting

THEODORE H. WILSON

THE twenty-ninth annual convention of the American Association of Junior Colleges was held at the Hotel Fairmont, San Francisco, California, on February 23-26, 1949.

PRE-CONVENTION TOURS.—The 1949 meeting was notable for several reasons. In the first place, many of the delegates and friends from the East, the South, and the Central States were privileged to travel together on a special train and to enjoy the fellowship en route to San Francisco, and to profit by the gracious hospitality of the junior colleges of Southern California during two days of visiting and sightseeing—one in the San Bernardino area, the other in the Los Angeles area. These pre-convention days cemented friendships, afforded a period of orientation to ways in which junior colleges are meeting numerous educational needs in diverse local conditions, and provided an exceptional opportunity for all to become at least superficially acquainted with the cultural, economic, and social life of Southern California.

CONVENTION TOURS.—The San Francisco Committee enabled delegates and friends to visit places of interest which were readily accessible within

the time limits of the annual meeting. Mimeographed directions to famous eating places—American, French, German, Italian, Chinese, Russian, Armenian, etc.; the hospitality of the Navy, on land and around the Bay; private-car tours around the Scenic Route; and bus tours to Berkeley, the Muir Redwoods, and Palo Alto—all added much not only to the enjoyment but also to the value of the convention.

DINNERS.—The opening informal dinner and the closing banquet have become distinctive features of our annual meeting. This year was no exception. At the former, costumes displaying the rich and varied social and economic backgrounds of California lent color to the reception and the dinner. President John L. Lounsbury presided in such a genial manner that everyone felt in good spirits and welcomed in good-humored inter-regional exchange of comments and musical talent—from Chinese instrumental music to New England vocalizations, from East Los Angeles stories to New Jersey wit, from professional educators to Two Dots and a Dash—all culminating in the generous filling of eight-pound net bags with a variety of California-produced canned goods, fruit, nuts, and rice, distributed by a bevy of costumed junior-college girls! An evening of good fellowship long to be cherished.

The banquet, with a display of Jesse Bogue's uncanny memory of names,

THEODORE H. WILSON, *convention secretary, is president of the Junior College of the University of Baltimore, Maryland.*

faces, positions, and personal characteristics; with music for the occasion presented by the *a cappella* choir which had been transported five hundred miles from the San Bernardino Junior College; and with a masterful address by President Harry K. Newburn brought the convention to a pleasant conclusion.

PROGRAM.—The printed program was followed with few exceptions. President Medsker's address succinctly summarized the developments of the past decade and keenly analyzed some problems of the next ten years. Homer Rainey's address was that of an educational statesman. And William Conley's address proved that the junior colleges have a worthy representative in the United States Office of Education—a man with vision, an understanding of junior-college problems, and a strong sense of the potent influence of education on life, including government.

The sectional meetings reflected the dynamic leadership of the five Research and Service Committees and the upsurge of power and enthusiasm which has resulted from the policy of decentralization which the Board of Directors recommended and the Association adopted less than five years ago.

BUSINESS.—At the Thursday morning session President Medsker appointed the following committees:

NOMINATIONS: Henry W. Littlefield, *chairman*, Eugene S. Farley, Marvin C. Knudson, Nicholas Ricciardi, Edward L. Clark, E. L. Harvin

RESOLUTIONS: Rosco C. Ingalls, *chairman*, R. I. Meland, J. M. Ewing, J. F. Marvin Buechel

At the Friday morning session the following persons were nominated by the Nominating Committee and unanimously elected: *President*, Curtis Bishop, Averett College, Virginia; *Vice-president*, Eugene B. Chaffee, Boise Junior College, Idaho; *Directors for three years*, John E. Gray, Lamar College, Texas; T. D. Schindler, Lower Columbia Junior College, Washington.

At the Saturday morning session, Finance Committee Chairman Wilson presented the report of that committee, together with the 1949 budget which had been adopted by the Board of Directors and recommended to the Association for its approval. The Association unanimously approved the budget as submitted. The Executive Secretary highlighted his annual report. Seventeen resolutions, presented by the Resolutions Committee Chairman, Rosco Ingalls, were adopted.

Précis of Board of Directors' Actions

JESSE P. BOGUE

Executive Secretary

COMPLETE details of the actions of the Board of Directors are kept in the minutes of the Board and at the Washington Office. Following each meeting of the Board, minutes are du-

plicated and mailed to all members. Précis statements only are reported in the annual proceedings. For the February 23d to 26th meeting held at San Francisco, the following report of ac-

tions taken is presented. This is in addition to the minutes of the convention, reported elsewhere in the *Junior College Journal*, to the report of the Finance Committee, adopted by the convention and elsewhere reported, and the approval of reports by Research and Service Committees, Resolutions Committee, Nominating Committee, and the appointments of new committee members. These matters are all fully reported and are, therefore, not included in this statement.

The Board of Directors met all day on Wednesday, February 23, and on Thursday, Friday, and Saturday mornings from 8:30 to 9:30 A.M. All members of the board were present. In addition to matters reported under other headings, the following actions were taken:

1. Accepted invitations to hold the annual conventions at Des Moines, Iowa, in 1951 and at Boston, Massachusetts, in 1952; went on record in favor of setting convention dates and places for not more than three years in advance.

2. Accepted with gratitude an extensive report made by Roy Goddard, chairman of the Editorial Board, for an interesting analysis of publication costs on the *Junior College Journal* and filed the same with the Washington Office for future reference and information.

3. Approved a contract with the University of Texas for editorial and research services for the next three years, following July 1, 1949, and authorized the executive secretary to sign the contract for the Board of Directors.

4. Fixed the date for the 1950 annual meeting to be held at Roanoke, Virginia, for February 27 through March 2. Voted to hold the summer

meeting during the week of July 25, the exact days and the place of the meeting to be determined by the president of the Association and the executive secretary. The agenda of the meeting were left to the decision of the same officers and the vice-president. All officers and committee members will be paid round-trip, first-class railroad fares only, via the shortest route from their institutions to the place of the meeting. This action was taken because the budget of the Association was inadequate to pay all expenses.

5. Heard the report of the special Committee on Athletics and voted that the American Association of Junior Colleges does not regard as one of its functions the sponsorship of any athletic association. It does regard, however, as one of its basic functions the enumeration of principles governing intercollegiate athletics and will adopt and publish further enumeration of guiding principles when the Committee on Administrative Problems has completed its research in this field.

6. Elected the following institutions to membership in the Association on recommendation of the Membership Committee: *active membership*, Ellsworth Junior College, Iowa; Junior College Division of George Washington University, Washington, D.C.; Conners State Agricultural College, Oklahoma; Moline Community College, Illinois; *provisional membership*, Panola County Junior College, Texas; Northeast Mississippi Junior College, Mississippi.

7. Commended the program of summer workshops and approved the efforts of the Executive Secretary in furthering their establishment and development.

8. Approved the proposed exploration of the College Entrance Examination Board into the problem of four-

teenth-grade examinations and urged that the Committee on Student Personnel Problems keep in close contact with the situation.

9. Reaffirmed the action of the Board of Directors taken in February, 1948, to co-operate with the American Council on Education for suitable headquarters in Washington, final action to be taken by the Board on recommendation of the president of the Association, the chairman of the Finance Committee and the executive secretary.

10. Voted to authorize the executive secretary to make such efforts as he may deem wise and expedient to bring about a change in the wording of national categorical legislation so as to include junior colleges as recipients of educational funds from the federal government.

11. Approved the form and content of the "1949 Directory" for successive issues; increased the selling price of the "Directory" to \$1.50 per copy. (NOTE: Because of certain peculiar circumstances at the Washington Office following the national convention, the Finance Committee reduced the selling price to \$1.00, subject to the approval of the Board of Directors.)

12. Commended President Rainey's keynote address for reprint publication and left to the discretion of the president and the executive secretary the production or selection of other publications for sale.

13. Elected Dr. Leonard V. Koos to life-membership in the Association as an expression of great appreciation and high esteem.

14. Elected Theodore H. Wilson as chairman of the Finance Committee and as convention secretary.

15. Elected Jesse P. Bogue as executive secretary for a three-year term of office, following the expiration of the present contract, August 1, 1949; expressed deep appreciation for his services to the Association; fixed annual salary at \$7,200 minimum with provision for annual review towards efforts to increase it, if possible; encouraged him to supplement the salary that can be paid presently with royalties on a book or books and remuneration for services rendered to institutions and organizations through workshops, lectures, conferences, etc., in so far as he can do so without interference with his responsibilities as executive secretary.

In considering the Budget for 1949, the Board of Directors on recommendation of the Finance Committee felt that it was imperative to operate the affairs of the Association within the actual income for the year. During the past two years, the current budget has been balanced by drawing on resources accumulated during previous years. More than \$1,700 were used in this manner during 1948. Reserves against unforeseen future contingencies must be protected. The reader will observe by an examination of the budget that this plan was adopted by the Board of Directors and approved unanimously by convention. Estimates of income have been made on a conservative basis, and expenditures have been estimated liberally. The reader's attention is hereby called to the "Report of the Executive Secretary," found elsewhere in this issue, for a statement of the mounting costs of the *Junior College Journal*, one of the items of expenditures that has accounted for the increasing amount of the total budget of the Association.

*Report of the Resolutions Committee**I. Appreciation*

BECAUSE a national convention of the American Association of Junior Colleges requires the co-operative thought and labor of many individuals and groups, we wish to express our general and warm appreciation to each and all directly associated with the development and administration of this convention with emphasis on the theme, "New Frontiers in Education." We have in mind all of the officers and members of the standing committees of the Association, the Board of Directors, the Washington Office of the Executive Secretary of the A.A.J.C., the officers and personnel of the California Junior College Association, the San Francisco City Committees and their public-relations programs through the hotels, the press and the radio, the educational services provided by exhibitors, the inspirational music provided by our junior-college choirs, and courtesies extended by the management of the Hotel Fairmont. All efforts have resulted in a notable twenty-ninth annual meeting of the Association.

We wish to express specific and high commendation for the success of the convention to the following persons:

1. To JOHN L. LOUNSBURY, president of the California Junior College Association, to his associates and especially to the personnel of the

Southern California Junior Colleges in the Orange Empire and the Los Angeles Metropolitan Areas, and to the members of the Junior Chamber of Commerce in Pasadena and of the San Bernardino Chamber of Commerce for hospitalities extended from the hour of arrival in San Bernardino to the hour of our departure from Los Angeles.

2. To ARCHIE CLOUD, president of the City College of San Francisco, and to his highly competent staff assistants, especially LLOYD LUCKMAN, for the many courtesies that have added so much to our welfare and enjoyment during the convention.

3. To JESSE BOGUE, executive secretary, for his splendid leadership in extending understanding of the junior-college program among professional associates as well as among the citizens on Main Street throughout the nation. His valuable reports through the *Newsletter* have provided the membership with essential information and viewpoints about our responsibilities, opportunities, and relationship.

4. To our retiring president, LELAND MEDSKER, for his splendid service of the past year and for his clear definition of the responsibilities in the decade 1950-60 that are now on the horizon for the Association.

II. Special Appreciation to Dr. Koos

Because men and women in junior colleges in all sections of the nation have been inspired by the leadership in educational theory, practice, and research by Dr. Leonard V. Koos, of the University of Chicago, and because the A.A.J.C. owes to him a debt of

The Resolutions Committee was made up of Rosco C. Ingalls, chairman, J. F. Marvin Buechel, R. T. Meland, and L. O. Todd.

gratitude, beyond measure, for his vigorous and effective direction of the research program of the Association and for his excellent work as editor of the *Junior College Journal*, especially during the past three years, we now extend to him our warmest appreciation at this time when he retires from active duty for the Association. We extend to him, also, our standing vote, expressing confidence and thanks. We now present to him by unanimous action of the Board of Directors an honorary life-membership in the American Association of Junior Colleges.

III. Public Relations

American education week, November 6-12, 1949, has as its theme "Making Democracy Work." Its sponsors include the United States Office of Education, the National Education Association, the National Congress of Parents and Teachers, and the American Legion. Because junior colleges will have the opportunity to strengthen their public-relations program by co-operative relationships with the activities of this week, we recommend participation by junior colleges, in every way possible, in the programs of this week.

Because *education is a lifelong process*, we recommend that emphasis be placed on this concept, at every opportunity in our communities and in public relationships, and on the services to democracy that can be given by the junior colleges.

Because we believe in accepting responsibility for interpreting the program of the junior college and its needs to the public and to our associated professional groups, we urge the administrative leaders in our membership to give specific attention during the coming year to the development of system-

atic and effective programs of interpretation of the functions of the junior college. These functions include (1) the pre-professional patterns; (2) the terminal patterns; and (3) adult-education patterns, not only on a pre-employment basis, but also on an in-service training basis.

IV. Federal Aid

Because we believe that federal aid is essential for further equalization of educational opportunities throughout the nation to the end that all the children of all the people may benefit, we recommend support of Senate Bill 246 with its safeguards for the fundamental concepts of state and local control of public education.

V. Relations with Selective Service

Because we believe that junior-college terminal-program students should be eligible for the same consideration of postponement of induction under Selective Service as is granted to pre-professional and professional college students, we commend the American Council on Education Committee on Relationships of Higher Education with the Federal Government for the very effective manner in which this principle has been and is being advanced.

VI. National Scholarships

Because we believe that the foundations of our American system of government are based on our educational programs, and because we believe that students of unusual ability and need may be enabled to attend junior college with the aid available through national scholarships, we recommend that support be given to pending federal government legislation providing such national scholarships with specific in-

clusion of the junior college as an eligible institution.

VII. UNESCO

Because we believe that there is a great need for understanding of, and respect for, human rights in the nation and throughout the world, we affirm our continued support of UNESCO and its program and ideals.

VIII. Summer Workshops

Because we believe that the junior college of today and tomorrow in our community and national life is an essential force in democratizing education through the thirteenth and fourteenth years, we affirm our support of the movement among colleges and universities to maintain in 1949, in many states, summer workshops, conferences, seminars, special courses, and related activities for the advancement of junior colleges and the improvement of personnel serving these institutions.

IX. Television

Because we believe in the services that can be rendered to our educational program through television, we urge the Federal Communications Commission to reserve a number of channels in visual broadcasting specifically and exclusively for educational purposes on the same basis as FM channels have been reserved.

X. U. S. Office of Education

Because we believe in the vital necessity for the development of our educational program on a national basis, and in having that development move forward on nonpolitical principles of integrity in administration, we pledge our support to the movement for the establishment of a Department of

Education, Health, and Social Security, and we urge the continued assignment of personnel to give special attention to junior-college services and activities.

XI. R.O.T.C.

Because we believe in the values available in the R.O.T.C. programs for national security, we pledge our support to the proposal that junior colleges be made eligible for senior units of the Reserve Officers' Training Corps.

XII. Social Security

Because we believe in the extension of the benefits of social security by federal legislation, we give our support to pending legislation extending social-security benefits to nonprofit organizations and institutions on a compulsory basis and to all publicly supported institutions and organizations (state and local) on a voluntary basis.

XIII. Education for Negroes

Because we believe in the democratization of education on our new frontiers, we commend the United States Office of Education for its recent action in reviving the National Advisory Committee on the Education of Negroes, a committee composed of twenty-six representatives of major educational organizations. We also request direct representation of the American Association of Junior Colleges on this committee.

XIV. Research Officer of the A.A.J.C.

Because we think it is important to avoid duplication of studies and to save time for all concerned, we support the policy that all questionnaires associated with special studies in junior-college areas that may be directed to personnel of the junior colleges be first

cleared through, and authorized by, the chief research officer of the American Association of Junior Colleges.

XV. Decentralization in the A.A.J.C.

Because the American Association of Junior Colleges is now conducting its program through research committees on a principle of decentralization of responsibility, and because substantial progress is evidenced in many areas, especially as expressed in the program of this convention, we commend the officers of the Association for their leadership and urge the continued expansion of this highly important work.

*XVI. Moving Ahead into
New Frontiers*

Because emphasis has been given at this twenty-ninth annual meeting of the Association especially to two frontiers in American education—namely, (1) family-life education and (2) moral and spiritual values for living in the world of today and tomorrow

—and because we believe in the principles of action defined in our programs about these frontiers, we urge the administrative leaders of our junior colleges to give special attention to the development of programs of instruction and activities that will strengthen people who believe in these frontiers and in the American way of life.

*XVII. A Commission to Our
Executive Secretary*

Because we anticipate the existence of many opportunities for our executive secretary to present to federal congressional committees and representatives, as well as to general groups of citizens in a public-relations program, the defined objectives and policies of the American Association of Junior Colleges, we authorize our executive secretary to use any and all of the resolutions adopted by this convention as the official statements of policy supported by the membership of the American Association of Junior Colleges.

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